

# New Mexico Public Education Commission



## 2025 New Charter School Application

### Part C

### Written Responses

Charter Schools Division  
Public Education Department  
300 Don Gaspar Ave.  
Santa Fe, NM 87501  
(505) 827-6909  
[charter.schools@ped.nm.gov](mailto:charter.schools@ped.nm.gov)

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# I. Academic Framework

## A. Mission and Vision

<b>A. (1)</b>	<b><u>MISSION</u></b>
<b>Rating</b>	<b>Expectations</b>
<input type="checkbox"/> Meets	<p>A complete response must</p> <ul style="list-style-type: none"> <li>• Identify how the proposed school will achieve its mission.</li> <li>• Discuss the importance of the mission to your proposed community</li> <li>• Be clear, concise, innovative, and measurable</li> <li>• Discuss what mission success will look like</li> </ul>
<input type="checkbox"/> Approaches	
<input type="checkbox"/> Does Not Meet	
ENTER APPLICANT RESPONSE HERE:	

<b>A.(2)</b>	<b><u>VISION STATEMENT</u></b>
<b>Rating</b>	<b>This narrative will be rated for completion, not content</b>
<input type="checkbox"/> Complete	<p>A complete response must describe</p> <ul style="list-style-type: none"> <li>• The team’s reasoning and purpose</li> <li>• Why your team is committed to providing a public education platform for your proposed community</li> <li>• How your team intends to interact with your proposed community in order to provide their children with better academic outcomes</li> <li>• What about your proposed program serves the proposed community in unique and innovative ways?</li> </ul>
<input type="checkbox"/> No Response	
ENTER APPLICANT RESPONSE HERE:	

<b>A. (3)</b>	<b><u>UNIQUENESS AND INNOVATION</u></b>
<b>Rating</b>	<b>Expectations</b>
<input type="checkbox"/> Meets	<p>A complete response must</p> <ul style="list-style-type: none"> <li>• Describe the uniqueness, innovation, and significant contribution of your educational program to the local NM public education environment;</li> <li>• Describe the needs of the community; and</li> <li>• 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.</li> <li>• 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.</li> </ul>
<input type="checkbox"/> Approaches	
<input type="checkbox"/> Does Not Meet	
ENTER APPLICANT RESPONSE HERE:	

## B. Mission-Specific Goals

B.	<u>Mission-Specific Goals</u>
Rating	Expectations
<input type="checkbox"/> Meets	A complete response must <ul style="list-style-type: none"> <li>● Include two mission-specific goals;</li> <li>● Align to the student outcomes identified in the mission response (A.1.);</li> <li>● Be guided by the elements of the SMART format:</li> <li>● Include measures and metrics.</li> <li>● Include how the board of the proposed school intends to regularly monitor equitable mission success</li> </ul>
<input type="checkbox"/> Approaches	
<input type="checkbox"/> Does Not Meet	
ENTER APPLICANT RESPONSE HERE:	

## C. Curriculum, Educational Program, Student Performance Standards

C.	<u>Curriculum, Educational Program, Student Performance Standards</u>
Rating	Expectations
<input type="checkbox"/> Meets	A complete response must <ul style="list-style-type: none"> <li>● Describe the proposed school’s curriculum <i>including research-based evidence that supports the effectiveness of the selected model and the target population</i>;</li> <li>● Describe how the proposed school’s curriculum will meet the requirements of equity for all underserved populations.</li> <li>● Identify information that demonstrates how the curriculum will align with the New Mexico Common Core State Standards (CCSS) and New Mexico Content Standards;</li> <li>● Identify information that demonstrates how the curriculum will align with the proposed school’s mission; and</li> <li>● 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.</li> </ul>
<input type="checkbox"/> Approaches	
<input type="checkbox"/> Does Not Meet	
ENTER APPLICANT RESPONSE HERE:	

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

D(1).	<u>Bilingual Multicultural, Indian, Hispanic and Black Education Acts</u>
Rating	Expectations

<input type="checkbox"/> Meets	<p>A complete response must ensure equal education opportunities for students in New Mexico by:</p> <ul style="list-style-type: none"> <li>● Addressing the goals of the Bilingual Multicultural Education Act (NMSA §22-23-1) including:           <ul style="list-style-type: none"> <li>○ providing students with opportunities to expand their conceptual and linguistic abilities and potentials in a successful and positive manner;</li> <li>○ teaching students to appreciate the value and beauty of different languages and cultures; and</li> <li>○ meeting state academic content standards and benchmarks in all subject areas.</li> </ul> </li> </ul>
<input type="checkbox"/> Approaches	<ul style="list-style-type: none"> <li>● Addressing the goals of the Indian Education Act (NMSA §22-23A-1) including:           <ul style="list-style-type: none"> <li>○ Ensuring equitable and culturally relevant learning environments and culturally relevant instructional materials for American Indian students</li> <li>○ 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;</li> <li>○ Encouraging and fostering parental involvement in the education of their children; and</li> <li>○ 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.</li> </ul> </li> </ul>
<input type="checkbox"/> Does Not Meet	<ul style="list-style-type: none"> <li>● Addressing the purpose of the Hispanic Education Act (NMSA §22-23B-2), including:           <ul style="list-style-type: none"> <li>○ 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;</li> <li>○ Encouraging and fostering parental involvement in the education of their children; and</li> <li>○ 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.</li> <li>○ initiate and organize an equity council composed of multiple school stakeholders with the intent to create more equitable learning opportunities for marginalized students.</li> </ul> </li> <li>● Address the purpose of the Black Education Act (HB 43), including:           <ul style="list-style-type: none"> <li>○ Developing and including anti-racism policies</li> <li>○ Developing curricula and instructional materials that recognize and teach black culture and anti-racism. Implementing anti-racism training for teachers and staff</li> <li>○ Opportunities to explore one’s identity and societal systems that may impact their identity and future.</li> </ul> </li> </ul>
<p>ENTER APPLICANT RESPONSE HERE:</p>	

<b>D(2).</b>	<b>Equity Plan</b>
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	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
<input type="checkbox"/> Meets	<p>A complete response must ensure equal education opportunities for students in New Mexico by:</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• A detailed plan for the implementation of a culturally and linguistically responsive framework.</li> <li>• A detailed plan for attracting and retaining quality and diverse teachers to teach New Mexico’s multicultural student population</li> </ul>
<input type="checkbox"/> Approaches	
<input type="checkbox"/> Does Not Meet	
<input type="checkbox"/> Not Applicable	

ENTER APPLICANT RESPONSE HERE:

**E. Graduation Requirements**

E.	<u>Graduation Requirements.</u>
Rating	Expectations
<input type="checkbox"/> Meets	<p>A complete response must</p> <ul style="list-style-type: none"> <li>• Identify all of the proposed school’s graduation requirements;</li> <li>• Provide an explanation of how the proposed school will support students behind on graduation to earn a diploma.</li> <li>• Provide proposed Alternative Demonstration of Competency policies, if any</li> <li>• Align to state graduation requirements OR explicitly identify all requirements that vary from state minimum requirements; and</li> <li>• If there are variances from state minimum requirements explain the following: <ul style="list-style-type: none"> <li>○ why the proposed school believes the change is important</li> <li>○ how the change supports the mission</li> <li>○ how the change ensures student readiness for college, career, or other post-secondary opportunities.</li> </ul> </li> </ul>
<input type="checkbox"/> Approaches	
<input type="checkbox"/> Does Not Meet	
<input type="checkbox"/> Not Applicable	

ENTER APPLICANT RESPONSE HERE:

## F. Instruction

<b>F.(1) Instruction</b>	<b><u>Teaching and Instructional Philosophy</u></b>
<b>Rating</b>	<b>Expectations</b>
<input type="checkbox"/> Meets	<p>A complete response must</p> <ul style="list-style-type: none"> <li>• Describe the teaching and instructional philosophy of the proposed school;</li> <li>• Identify primary instructional methods to be implemented that ensure equity and that align to the philosophy;</li> <li>• Identify information that demonstrates the instructional methods are research-based; and</li> <li>• Describe how the educational philosophy and instructional methods support and align to the mission and curriculum.</li> <li>• How the proposed instructional methods will best support the population the school intends to serve.</li> </ul>
<input type="checkbox"/> Approaches	
<input type="checkbox"/> Does Not Meet	
ENTER APPLICANT RESPONSE HERE:	

<b>F.(2) Instruction</b>	<b><u>Yearly Calendar and Daily Schedule</u></b>
<b>Rating</b>	<b>Expectations</b>
<input type="checkbox"/> Meets	<p>A complete response must</p> <ul style="list-style-type: none"> <li>• Include a yearly calendar that identifies the following: <ul style="list-style-type: none"> <li>○ Annual start date and end date</li> <li>○ Teacher professional development days and times</li> <li>○ School-wide assessment periods</li> <li>○ School days, holidays, and partial days</li> <li>○ Teacher parent conferences;</li> </ul> </li> <li>• Include a daily schedule that identifies the following: <ul style="list-style-type: none"> <li>○ Instructional times</li> <li>○ Break times</li> <li>○ Start and end times</li> <li>○ Differences in the daily schedule for full and partial days;</li> </ul> </li> <li>• Meet all minimum hour (total instructional time) requirements laid out in NMSA 22-2-8.1;</li> <li>• Describe how the calendar and schedule support the proposed school’s educational program;</li> <li>• Describe how the calendar and schedule are optimal for achieving high outcomes for the anticipated student population;</li> <li>• Describe the extended learning time programs to improve academic success of students and professional learning of teachers;</li> <li>• 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</li> </ul>
<input type="checkbox"/> Approaches	
<input type="checkbox"/> Does Not Meet	

	<ul style="list-style-type: none"> <li>• Be supported by the proposed budget found in the Financial Framework section of the application.</li> <li>• Describe how the proposed calendar supports and values the community it intends to serve.</li> </ul>
ENTER APPLICANT RESPONSE HERE:	

<b>F.(3) Instruction</b>	<b><u>How Instruction will be effective for the student population.</u></b>
<b>Rating</b>	<b>Expectations</b>
<input type="checkbox"/> Meets  <input type="checkbox"/> Approaches  <input type="checkbox"/> Does Not Meet	<p>A complete response must</p> <ul style="list-style-type: none"> <li>• Identify the anticipated student population, including:           <ul style="list-style-type: none"> <li>○ Demographic information based on the local community population</li> <li>○ Educational proficiency based upon enrollment at the school</li> <li>○ Attendance and truancy trends</li> <li>○ English language proficiency</li> <li>○ Diverse populations</li> <li>○ At-Risk populations</li> <li>○ Special Educational needs;</li> </ul> </li> <li>• Explain any special factors influencing the makeup of the anticipated student population;</li> <li>• Explain how the educational philosophy has been designed to meet students' needs;</li> <li>• 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</li> <li>• Explain how the yearly calendar and daily schedule have been designed to meet students' needs.</li> <li>• Explain how the yearly calendar and daily schedule have been designed to meet students' needs.</li> </ul>
ENTER APPLICANT RESPONSE HERE:	

**G. Special Populations**

<b>G.(1a)</b>	<b><u>Instructional Services and Supports for Students with IEPs</u></b>
<b>Rating</b>	<b>Expectations</b>
<input type="checkbox"/> Meets	<p>A complete response must</p> <p>Describe how the proposed school will identify and provide:</p> <ul style="list-style-type: none"> <li>• instructional supports and services to the spectrum of needs of students with disabilities, who have IEPs or are eligible for an IEP;</li> </ul>



<input type="checkbox"/> Approaches	<ul style="list-style-type: none"> <li>instructional supports and services to gifted students who have IEPs or are eligible for an IEP;</li> </ul> <p>Describe how the proposed school will</p>
<input type="checkbox"/> Does Not Meet	<ul style="list-style-type: none"> <li>Ensure that students who are ELs are not over-identified as students with disabilities;</li> <li>Identify specific responsibilities for school staff, classroom teachers, and special education staff; and</li> <li>Identify specific training and support that will be provided to teachers and school staff to ensure they are able to fulfill their responsibilities.</li> </ul> <p>Describe the proposed school's:</p> <ul style="list-style-type: none"> <li>Timeline, benchmarks, and people responsible for developing discipline policies and protocols for your special populations.</li> <li>Capacity of the school district in the geographic boundaries of the proposed school to provide special education services and FAPE.</li> <li>Process for tracking this protected population's progress and services, how that will be reported to the board.</li> </ul>

ENTER APPLICANT RESPONSE HERE:

<b>G. (1b)</b>	<b><u>Monitoring and Evaluation of Special Education Students</u></b>
<b>Rating</b>	<b>Expectations</b>
<input type="checkbox"/> Meets	<p>A complete response must</p> <ul style="list-style-type: none"> <li>Describe how the proposed school will monitor the progress toward special education students' attainment of IEP goals;</li> </ul>
<input type="checkbox"/> Approaches	<ul style="list-style-type: none"> <li>Identify specific responsibilities for school staff, classroom teachers, and special education staff; including when and who will be reporting on progress towards goals.</li> </ul>
<input type="checkbox"/> Does Not Meet	<ul style="list-style-type: none"> <li>Identify the regular intervals at which progress will be monitored and success will be evaluated;</li> <li>Identify specific actions/reporting that will engage and inform students and or families; and</li> <li>Describe how the school will evaluate the effectiveness of its special education program and services.</li> <li>Describe how mission success will be tracked, measured, ensured and reported on with these special populations.</li> </ul>

ENTER APPLICANT RESPONSE HERE:

<b>G.(2)</b>	<b><u>Required Curriculum and Instructional Supports for English Learners</u></b>
<b>Rating</b>	<b>Expectations</b>

<input type="checkbox"/> Meets	<p>A complete response must</p> <ul style="list-style-type: none"> <li>Describe how the proposed school will identify English Learners (ELs) and provide the required curriculum and instructional services/supports to students identified as ELs;</li> <li>Identify how the school will implement the English Language Development Standards for ELs in its school;</li> <li>Identify how the school will provide ELs with instruction and support to develop English language proficiency;</li> <li>Identify how the school will provide ELs with access to grade-level content;</li> <li>Describe how the school will address the spectrum of needs that ELs may present;</li> <li>Identify specific responsibilities for school staff and classroom teachers; and</li> <li>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;</li> <li>Describe the proposed school’s process for tracking this protected population’s progress and services, how that will be reported to the board.</li> </ul>
<input type="checkbox"/> Approaches	
<input type="checkbox"/> Does Not Meet	
ENTER APPLICANT RESPONSE HERE:	

<b>G.(2b)</b>	<b><u>Monitoring and Evaluation of English Learners</u></b>
<b>Rating</b>	<b>Expectations</b>
<input type="checkbox"/> Meets	<p>A complete response must</p> <ul style="list-style-type: none"> <li>Describe how the proposed school will monitor the progress of ELs toward English language proficiency, both annually and within the school year;</li> <li>Identify specific responsibilities for school staff and classroom teachers;</li> <li>Identify the regular intervals at which progress will be monitored;</li> <li>Identify specific actions/reporting that will engage students and/or families;</li> <li>Describe how the school will evaluate the effectiveness of its EL program and services; and</li> <li>Describe how the school will monitor exited EL students (reclassified fluent English proficient students—RFEPs) for two years for academic progress.</li> </ul>
<input type="checkbox"/> Approaches	
<input type="checkbox"/> Does Not Meet	
ENTER APPLICANT RESPONSE HERE:	

<b>G.(3)</b>	<b><u>Plan to adhere to ESSA and State Statutes</u></b>
<b>Rating</b>	<b>Expectations</b>
<input type="checkbox"/> Meets	<p>A complete response must</p> <p>Describe how the proposed school will:</p> <ul style="list-style-type: none"> <li>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;</li> </ul>

<input type="checkbox"/> Approaches	<ul style="list-style-type: none"> <li>Identify specific responsibilities for school staff and classroom teachers, including professional development for teachers;</li> <li>Ensure that the best practices are used in teaching, mentoring, counseling and administration are culturally and linguistically responsive to students;</li> </ul>
<input type="checkbox"/> Does Not Meet	<ul style="list-style-type: none"> <li>Ensure policies will be culturally and linguistically responsive;</li> <li>Demonstrate rigorous and culturally meaningful curricula and instructional materials will be developed and implemented;</li> <li>Identify the regular intervals at which progress will be monitored;</li> <li>Identify specific actions/reporting that will engage students and/or families; and</li> <li>Evaluate the effectiveness of its programs to improve educational outcomes.</li> <li>Describe how the proposed school will meet the specific requirements of the Black Education Act</li> </ul>

ENTER APPLICANT RESPONSE HERE:

### H. Assessment and Accountability

H.(1)	<u>Assessment Plan</u>
Rating	Expectations
<input type="checkbox"/> Meets	<p>A complete response must</p> <ul style="list-style-type: none"> <li>Include an assessment calendar that identifies all state or district mandated assessment periods and dates related to teacher analysis/use of assessment data to inform instruction <ul style="list-style-type: none"> <li>Include assessments/progress monitoring for special populations;</li> </ul> </li> <li>Identify, for all state or district mandated assessment periods, the grade levels at which the assessments will be administered;</li> <li>Describe, for all state or district mandated assessment periods, the specific data that will be collected, reported, analyzed, evaluated, and utilized to inform instruction;</li> <li>Describe how the data identified will be used to inform instruction;</li> <li>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;</li> <li>Align with all state assessment and data reporting requirements;</li> <li>Describe how the assessment plan meets the specific needs to equitably assess the proposed school’s projected student population;</li> <li>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</li> <li>Include any assessments that may be negotiated as part of the performance framework and contract.</li> </ul>
<input type="checkbox"/> Approaches	
<input type="checkbox"/> Does Not Meet	

ENTER APPLICANT RESPONSE HERE:

H.(2)	<u>Plan for Data Assessment Analysis</u>
Rating	Expectations

<input type="checkbox"/> Meets	<p>A complete response must</p> <ul style="list-style-type: none"> <li>Identify the processes the school will use, including specific action steps, triggers that would prompt action steps, responsible parties, timelines, and associated costs, to <ul style="list-style-type: none"> <li>monitor academic performance and</li> <li>take appropriate corrective action if the school is not on track to or does not meet academic performance expectations;</li> </ul> </li> <li>Address specific responsibilities related to <ul style="list-style-type: none"> <li>meeting student academic achievement or growth expectations <u>at the school-wide level</u> and</li> <li>meeting student academic achievement goals <u>at the individual student level</u> (remediation/at-risk student); and</li> </ul> </li> <li>Describe how the school will regularly evaluate the effectiveness of its academic program generally and the effectiveness of specific corrective actions or interventions.</li> <li>Describe how the proposed school intends to use the data gathered from assessments to drive instruction</li> <li>Describe the board's role in analyzing the data gathered to inform school wide progress and potential changes.</li> </ul>
<input type="checkbox"/> Approaches	
<input type="checkbox"/> Does Not Meet	
ENTER APPLICANT RESPONSE HERE:	

<b>H.(3)</b>	<b><u>Plan for Student Progress/Achievement &amp; Communication Plan</u></b>
<b>Rating</b>	<b>Expectations</b>
<input type="checkbox"/> Meets	<p>A complete response must</p> <ul style="list-style-type: none"> <li>Identify how student achievement and progress will be communicated to <ul style="list-style-type: none"> <li>Students</li> <li>Parents</li> <li>The governing body</li> <li>The authorizer</li> <li>The broader community;</li> </ul> </li> <li>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</li> <li>Provide information that demonstrates the plan is effective in reaching the targeted population and the specific community in which the school plans to locate.</li> </ul>
<input type="checkbox"/> Approaches	
<input type="checkbox"/> Does Not Meet	
ENTER APPLICANT RESPONSE HERE:	

**I. Replication of a charter school model (if applicable):**

If the proposed program is the replication of a charter school model in use elsewhere in New Mexico, provide:

- a list of the names and locations of all open schools in New Mexico, which should be open for one full charter term, in which the program has been implemented
- student academic data that demonstrate the academic success of school(s) currently using the model. Include all available data on each school.

<b>I.</b>	<b><u>Replication: data from existing schools using the model</u></b>
<b>Rating</b>	<b>Expectations</b>
<input type="checkbox"/> Meets	<p>A complete response must include a list of the names and locations of schools in New Mexico in which the program has been implemented and, for each identified school, for all available years:</p> <ul style="list-style-type: none"> <li>• Student performance data on a state or other accountability system demonstrating strong academic achievement and growth;</li> <li>• Student enrollment data, including trends and variance between projected and actual enrollment;</li> <li>• Graduation rates (if applicable);</li> <li>• Annual authorizer reports;</li> <li>• Narrative describing how the model would be successful in this community.</li> </ul>
<input type="checkbox"/> Approaches	
<input type="checkbox"/> Does Not Meet	
ENTER APPLICANT RESPONSE HERE:	

## 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)).

<b>A.(1)</b>	<b><u>Key Components of Governance Structure</u></b>
<b>Rating</b>	<b>Expectations</b>
<input type="checkbox"/> Meets	<p>A complete response must</p> <ul style="list-style-type: none"> <li>• Summarize <u>key</u> governance components in the application response as follows: <ul style="list-style-type: none"> <li>○ Membership structure (number, roles, length of terms)</li> <li>○ Officer structure (roles, election process, responsibilities, length of terms)</li> <li>○ Committee structure that includes both legally required committees and school-specific committees (selection process, responsibilities, membership, length of service terms)</li> <li>○ Member recruitment, selection, discipline, and removal processes.</li> </ul> </li> </ul>
<input type="checkbox"/> Approaches	
<input type="checkbox"/> Does Not Meet	
ENTER APPLICANT RESPONSE HERE:	

<b>A.(2)</b>	<b><u>Governing Body Qualifications</u></b>
<b>Rating</b>	<b>Expectations</b>

<input type="checkbox"/> Meets	<p>A complete response must</p> <ul style="list-style-type: none"> <li>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.</li> <li>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;</li> <li>Describe how the board will ensure robust board membership including training expectations, time commitments, and member onboarding.</li> <li>Ensure all proposed initial governing body members are included in Appendix A.</li> </ul>
<input type="checkbox"/> Approaches	
<input type="checkbox"/> Does Not Meet	
ENTER APPLICANT RESPONSE HERE:	

<b>A.(3)</b>	<b><u>Selection of Governing Body Members</u></b>
<b>Rating</b>	<b>Expectations</b>
<input type="checkbox"/> Meets	<p>A complete response must</p> <ul style="list-style-type: none"> <li>Identify a regular and ongoing governing body recruitment process, including identification of action steps, timelines, and responsible parties;</li> <li>Describe the onboarding process, the board’s role in chartering and re-chartering, authorizer relations, and time commitment.</li> </ul>
<input type="checkbox"/> Approaches	
<input type="checkbox"/> Does Not Meet	
ENTER APPLICANT RESPONSE HERE:	

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

<b>B.(1)</b>	<b><u>Governing Body Training Plan</u></b>
<b>Rating</b>	<b>Expectations</b>
<input type="checkbox"/> Meets	<p>A complete response must</p> <ul style="list-style-type: none"> <li>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 &amp; monitoring steps, timelines, and responsible parties;</li> <li>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;</li> <li>Identify any costs required to support the training plan or onboarding process and describe how those costs are supported in the budget; and</li> <li>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.</li> <li>Ensure the onboarding process and training plan address training on the open meetings act and responsibilities.</li> </ul>
<input type="checkbox"/> Approaches	
<input type="checkbox"/> Does Not Meet	
ENTER APPLICANT RESPONSE HERE:	

<b>B.(2)</b>	<b><u>Governing Body Self-Evaluation Plan</u></b>
<b>Rating</b>	<b>Expectations</b>
<input type="checkbox"/> Meets	A complete response must <ul style="list-style-type: none"> <li>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</li> <li>Describe how the identified plan will focus on and support continuous improvement.</li> </ul>
<input type="checkbox"/> Approaches	
<input type="checkbox"/> Does Not Meet	
ENTER APPLICANT RESPONSE HERE:	

**C. Leadership and Management**

<b>C.(1)</b>	<b><u>Governing Body Plan for Monitoring Outcomes</u></b>
<b>Rating</b>	<b>Expectations</b>
<input type="checkbox"/> Meets	A complete response must <ul style="list-style-type: none"> <li>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;</li> <li>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;</li> <li>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;</li> <li>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; and</li> <li>Describe how all of the above will be reflected in meeting agendas and the annual board calendar.</li> </ul>
<input type="checkbox"/> Approaches	
<input type="checkbox"/> Does Not Meet	
ENTER APPLICANT RESPONSE HERE:	

<b>C.(2)</b>	<b><u>Plan for Hiring Head Administrator</u></b>
<b>Rating</b>	<b>Expectations</b>
<input type="checkbox"/> Meets	A complete response must <ul style="list-style-type: none"> <li>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;</li> <li>Identify all leadership characteristics and all qualifications the head administrator must possess;</li> </ul>

<input type="checkbox"/> Approaches	<ul style="list-style-type: none"> <li>● 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;</li> <li>● 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.</li> <li>● 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</li> <li>● 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.</li> </ul>
<input type="checkbox"/> Does Not Meet	
ENTER APPLICANT RESPONSE HERE:	

<b>C.(3)</b>	<b><u>Distinguished Roles &amp; Responsibilities</u></b>
<b>Rating</b>	<b>Expectations</b>
<input type="checkbox"/> Meets	<p>A complete response must</p> <ul style="list-style-type: none"> <li>● Identify the process the governing body will use for distinguishing their roles and responsibilities with those of the head administrator;</li> <li>● 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</li> <li>● Attach a job description in <b>Appendix B</b> that includes the following: <ul style="list-style-type: none"> <li>○ Lists all major responsibilities of the head administrator</li> <li>○ Includes responsibilities that are unique to charter school leaders</li> <li>○ Includes responsibilities that specifically relate to the school's mission, goals, and educational philosophy</li> <li>○ Identifies all hiring requirements including all previously identified requirements related to characteristics and qualifications.</li> </ul> </li> </ul>
<input type="checkbox"/> Approaches	
<input type="checkbox"/> Does Not Meet	
ENTER APPLICANT RESPONSE HERE:	

<b>C.(4)</b>	<b><u>Head Administrator Evaluation Plan</u></b>
<b>Rating</b>	<b>Expectations</b>
<input type="checkbox"/> Meets	<p>A complete response must</p> <ul style="list-style-type: none"> <li>● 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;</li> <li>● Include action steps to evaluate the effectiveness of the head administrator</li> </ul>
<input type="checkbox"/> Approaches	



<input type="checkbox"/> Does Not Meet	<ul style="list-style-type: none"> <li>Describe how the plan specifically takes into account ensuring the equitable implementation of the mission and goals of the proposed school; and</li> <li>Ensure the plan meets the requirements identified in NMAC 6.69.7.8 and 6.69.7.9.</li> </ul>
ENTER APPLICANT RESPONSE HERE:	

### D. Organizational Structure of the Proposed School

D.(1)	<u>Organizational Chart</u>
Rating	Expectations
<input type="checkbox"/> Meets	A complete response must <ul style="list-style-type: none"> <li>Include an organizational chart for each year as part of the rollout with grade additions;</li> <li>Show how the Equity Council is incorporated into to organizational chart;</li> <li>Include a narrative that describes the structures and relationships represented in the organizational chart;</li> <li>Include all entities essential to the operation and success of the proposed school; and</li> <li>Describe the relationship among each of the relevant entities.</li> </ul>
<input type="checkbox"/> Approaches	
<input type="checkbox"/> Does Not Meet	
ENTER APPLICANT RESPONSE HERE:	

D.(2)	<u>Job Descriptions for Certified/Licensed Staff</u>
Rating	Expectations
<input type="checkbox"/> Meets	A complete response must <ul style="list-style-type: none"> <li>Identify the following:               <ul style="list-style-type: none"> <li>all certified and licensed staff identified in the application</li> <li>all non-certified or unlicensed staff identified in the application who could be considered essential to the operation and success of the proposed school</li> <li>any non-traditional roles or positions;</li> </ul> </li> <li>Describe why the identified roles are key to the operation and success of the proposed school; and</li> <li>Attach staff job descriptions as <b>Appendix C</b> for all of the positions identified in the application response and include the following:               <ul style="list-style-type: none"> <li>List all major responsibilities of the positions</li> <li>Include responsibilities that specifically relate to the school’s mission, goals, and educational philosophy</li> <li>Identify all hiring requirements including qualifications and licensure or certification</li> <li>Identify reporting lines (“reports to”) that align to the organizational chart.</li> </ul> </li> </ul>
<input type="checkbox"/> Approaches	
<input type="checkbox"/> Does Not Meet	
ENTER APPLICANT RESPONSE HERE:	

<b>D.(3)</b>	<b><u>Staffing Needs and Plan</u></b>
<b>Rating</b>	<b>Expectations</b>
<input type="checkbox"/> Meets	<p>A complete response must</p> <ul style="list-style-type: none"> <li>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;</li> <li>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;</li> <li>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;</li> <li>Describe how the staffing plan and process is aligned with the budget and the school’s projected enrollment; and</li> <li>Describe how the school will make adjustments to the staffing plan in the case that there are differences in projected and actual enrollment.</li> </ul>
<input type="checkbox"/> Approaches	
<input type="checkbox"/> Does Not Meet	
ENTER APPLICANT RESPONSE HERE:	

<b>D.(4)</b>	<b><u>Professional Development Plan</u></b>
<b>Rating</b>	<b>Expectations</b>
<input type="checkbox"/> Meets	<p>A complete response must</p> <ul style="list-style-type: none"> <li>Identify an annual professional development plan with action steps, timelines, responsible parties, and associated costs <ul style="list-style-type: none"> <li>Describe how the plan meets state requirements and rules; and</li> <li>Describe how the school will ensure professional development time is not used for routine staff meetings.</li> </ul> </li> <li>Identify a mentorship plan for novice teachers, including action steps, timelines, responsible parties, and associated costs that meets the requirements of PED rules; and</li> <li>Describe how the annual professional development plan and the mentorship plan for novice teachers ensure the following occur: <ul style="list-style-type: none"> <li>are supported by the budget</li> <li>support the implementation of the proposed school’s educational plan, mission, and performance goals</li> <li>not only address required annual training, but are also tailored to address school- and teacher-specific professional development needs.</li> </ul> </li> </ul>
<input type="checkbox"/> Approaches	
<input type="checkbox"/> Does Not Meet	
ENTER APPLICANT RESPONSE HERE:	

## **E. Employees**

<b>E.</b>	<b><u>Employer/Employee Terms</u></b>
<b>Rating</b>	<b>Expectations</b>

<input type="checkbox"/> Meets	<p>A complete response must</p> <ul style="list-style-type: none"> <li>• Identify all primary classes of employees the school will employ (e.g., administrative, professional, term, contract);</li> <li>• Include an employment policy and handbook</li> <li>• Provide an explanation for onboarding new staff and re-training returning staff on the terms within the handbook and policy.</li> <li>• Explain how the school, through the governing body and head administrator, will address employee unions and other school-specific employee representatives.</li> </ul>
<input type="checkbox"/> Approaches	
<input type="checkbox"/> Does Not Meet	
ENTER APPLICANT RESPONSE HERE:	

## **F. Community/Parent/Employee Involvement in Governance**

<b>F.(1)</b>	<b><u>Parental, Professional Educator, and Community Involvement in Governance Plan</u></b>
<b>Rating</b>	<b>Expectations</b>
<input type="checkbox"/> Meets	<p>A complete response must</p> <ul style="list-style-type: none"> <li>• Identify school operation and governance structures that will provide the following: <ul style="list-style-type: none"> <li>○ A meaningful opportunity for parental input and participation</li> <li>○ A meaningful opportunity for professional educator input and participation</li> <li>○ A meaningful opportunity for community input and participation;</li> </ul> </li> <li>• Describe how the structures will facilitate parental involvement that will help advance the proposed school’s mission;</li> <li>• Explain the role of the Equity Council in the governance and operation of the proposed school;</li> <li>• 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</li> <li>• 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.</li> </ul>
<input type="checkbox"/> Approaches	
<input type="checkbox"/> Does Not Meet	
ENTER APPLICANT RESPONSE HERE:	

<b>F.(2)</b>	<b><u>Plan for Processing Concerns and Complaints</u></b>
<b>Rating</b>	<b>Expectations</b>
<input type="checkbox"/> Meets	<p>A complete response must</p> <ul style="list-style-type: none"> <li>• 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;</li> <li>• 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;</li> <li>• Describe how the process is transparent, fair, accessible to the community, and ensure a timely and meaningful response; and</li> </ul>
<input type="checkbox"/> Approaches	
<input type="checkbox"/> Does Not Meet	

	<ul style="list-style-type: none"> <li>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.</li> </ul>
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ENTER APPLICANT RESPONSE HERE:

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

<b>G.(1)</b>	<b><u>Outreach &amp; Recruitment Plan</u></b>
<b>Rating</b>	<b>Expectations</b>
<input type="checkbox"/> Meets	<p>A complete response must</p> <ul style="list-style-type: none"> <li>Identify a prospective student outreach and recruitment plan, including action steps, timelines, responsible parties, and associated costs;</li> <li>Describe:             <ul style="list-style-type: none"> <li>how the plan is tailored to ensure equal access to the school</li> <li>why the plan is likely to attract a student body that is demographically reflective of the local community and school district;</li> <li>provide a description of how the school will change recruitment plans and outreach if projected student enrollment is not reached</li> </ul> </li> <li>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.</li> </ul>
<input type="checkbox"/> Approaches	
<input type="checkbox"/> Does Not Meet	

ENTER APPLICANT RESPONSE HERE:

<b>G.(2)</b>	<b><u>Lottery Admission Process</u></b>
<b>Rating</b>	<b>Expectations</b>
<input type="checkbox"/> Meets	<p>A complete response must</p> <ul style="list-style-type: none"> <li>Identify a plan to implement a lottery admission process if necessary, include action steps, timelines, and responsible parties;</li> <li>Describe each of the steps of the process to include the following:             <ul style="list-style-type: none"> <li>Pre-lottery entry</li> <li>Lottery</li> <li>Post-lottery registration</li> <li>Waitlist maintenance and entry; and</li> </ul> </li> <li>Describe how the lottery process supports equal access to the school.</li> </ul>
<input type="checkbox"/> Approaches	
<input type="checkbox"/> Does Not Meet	

ENTER APPLICANT RESPONSE HERE:

## **H. Legal Compliance**

<b>H.</b>	<b><u>Conflict of Interest Policy</u></b>
<b>Rating</b>	<b>Expectations</b>
<input type="checkbox"/> Meets	<p>A complete response must</p>

<input type="checkbox"/> Approaches	<ul style="list-style-type: none"> <li>• Provide a governing body conflict of interest policy that includes action steps, timelines, and responsible parties;</li> <li>• Describe how the policy meets the requirements of New Mexico law addressing all areas of potential conflicts of interest; and</li> <li>• Include all forms the governing body will or may be required to submit pursuant to the policy.</li> </ul>
<input type="checkbox"/> Does Not Meet	

ENTER APPLICANT RESPONSE HERE:

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

<b>I.(1)</b>	<b><u>Essential Third Party Relationships</u></b>
<b>Rating</b>	<b>Expectations</b>
<input type="checkbox"/> Meets	<p>A complete response must</p> <ul style="list-style-type: none"> <li>• 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;</li> <li>• Describe, in detail, the relationships;</li> <li>• Describe why the relationships are essential or required, or how they control essential elements of the proposed charter school;</li> <li>• If any such relationships exist identify the following: <ul style="list-style-type: none"> <li>○ The specific, identified organizations</li> <li>○ Contact information for that organization</li> <li>○ Specific individuals in the organization that will be associated with the proposed school;</li> </ul> </li> <li>• Describe all legal implications of the essential/required relationships, including the legal benefits and responsibilities of each party.</li> </ul>
<input type="checkbox"/> Approaches	
<input type="checkbox"/> Does Not Meet	

ENTER APPLICANT RESPONSE HERE:

<b>I.(2)</b>	<b><u>Appendix D Attachment Formal Agreement Documentation</u></b>
<b>Rating</b>	<b>Expectations</b>
<input type="checkbox"/> Meets	<p>A response is only required if relationships were identified in questions I.(1)</p> <p>A complete response must</p> <ul style="list-style-type: none"> <li>• Identify all MOUs or formal agreements that are attached in <b>Appendix D</b>;</li> <li>• Include proposed formal agreements or MOUs that are signed in <b>Appendix D</b>; and</li> <li>• Identify the responsibilities, activities, and costs of both sides.</li> </ul>
<input type="checkbox"/> Approaches	
<input type="checkbox"/> Does Not Meet	

ENTER APPLICANT RESPONSE HERE:

### **J. Transportation and Food**

<b>J.(1)</b>	<b><u>Transportation Plan</u></b>
<b>Rating</b>	<b>Expectations</b>

<input type="checkbox"/> Meets	<p>A response is only required if the school plans to offer regular transportation either for daily transportation to/from school OR for transportation to/from school specific activities and events that are a necessary part of the mission. All schools must be prepared to meet IEP transportation requirements.</p> <p>A complete response must</p> <ul style="list-style-type: none"> <li>● Identify a plan for establishing transportation services at the school including specific action steps, timelines responsible parties, and associated costs that address the following: <ul style="list-style-type: none"> <li>○ Identifying equipment purchase or contracting needs</li> <li>○ Identifying hiring and or contracting needs</li> <li>○ Hiring or contracting</li> <li>○ Establishing training needs and inspection process needs</li> <li>○ Establishing travel routes and pick up/drop off points</li> <li>○ Establishing transportation policies and practices</li> <li>○ Identifying student transportation needs; transportation plan costs; and</li> </ul> </li> <li>● Identify all, but at least one, specific entities or organizations that have been identified as potential partners or vendors for these services</li> </ul>
<input type="checkbox"/> Approaches	
<input type="checkbox"/> Does Not Meet	
ENTER APPLICANT RESPONSE HERE:	

J.(2)	<u>Food Services Plan</u>
Rating	Expectations
<input type="checkbox"/> Meets	<p>A complete response must</p> <ul style="list-style-type: none"> <li>● Identify a plan for establishing food services at the school, including specific action steps, timelines responsible parties, and associated costs that address the following: <ul style="list-style-type: none"> <li>○ Identifying equipment purchase or contracting needs</li> <li>○ Identifying hiring and/or contracting needs</li> <li>○ Hiring or contracting</li> <li>○ Establishing training and inspection process needs</li> <li>○ Identifying and completing relevant program application and reporting requirements;</li> </ul> </li> <li>● Identify all federal and state food service programs the school plans to participate in;</li> <li>● If providing or planning to offer a PreK or Early Childhood program, provide a plan for food service;</li> <li>● Identify how the school will fund the food service plan costs prior to receiving any applicable reimbursements; and</li> <li>● 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.</li> </ul>
<input type="checkbox"/> Approaches	
<input type="checkbox"/> Does Not Meet	
ENTER APPLICANT RESPONSE HERE:	

## **K. Facilities/School Environment**

<b>K.(1)</b>	<b><u>Appendix E Attachment: Facilities Master Plan Ed/ Spec Checklist</u></b>
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Rating	Expectations
<input type="checkbox"/> Meets	A complete response must <ul style="list-style-type: none"> <li>• Demonstrate the applicant submitted a Facilities Master Plan to PSFA by the deadline;</li> <li>• 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</li> <li>• Demonstrate the PSFA has approved the applicant’s Facilities Master Plan.</li> </ul>
<input type="checkbox"/> Approaches	
<input type="checkbox"/> Does Not Meet	
ENTER APPLICANT RESPONSE HERE:	

K.(2)	Evidence of Researched Facilities/Properties
Rating	Expectations
<input type="checkbox"/> Meets	A complete response must <ul style="list-style-type: none"> <li>• Demonstrate the applicant has done the following:               <ul style="list-style-type: none"> <li>○ 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</li> <li>○ Identified whether or not each potential property will meet the requirements of NMSA 1978 § 22-8B-4.2, including occupancy, adequacy, and ownership;</li> </ul> </li> <li>• Identify at least one potential facility or property that meets requirements.</li> <li>• 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;</li> <li>• Identify how the project to prepare the facility will be funded.</li> </ul>
<input type="checkbox"/> Approaches	
<input type="checkbox"/> Does Not Meet	
ENTER APPLICANT RESPONSE HERE:	

### III. Financial Framework

#### A. School Size

A.	Projected Enrollment
Rating	Expectations
<input type="checkbox"/> Meets	A complete response must <ul style="list-style-type: none"> <li>• Identify the anticipated number of students for each of the first five years and “at capacity”, based on the long-term strategic plan;</li> <li>• 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</li> <li>• 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.</li> </ul>
<input type="checkbox"/> Approaches	
<input type="checkbox"/> Does Not Meet	
ENTER APPLICANT RESPONSE HERE:	

## B. Budgets

<b>B.(1)</b>	<b><u>Attached Appendix F, 910B5 State Equalization Guarantee (SEG)</u></b>
<b>Rating</b>	<b>Expectations</b>
<input type="checkbox"/> Meets	<p>A complete response must</p> <ul style="list-style-type: none"> <li>● Include a complete 910B5 Worksheet in <b>Appendix F</b>;</li> <li>● Use appropriate values and computations in each year;</li> <li>● Use projected unit value; and</li> <li>● 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).</li> </ul>
<input type="checkbox"/> Approaches	
<input type="checkbox"/> Does Not Meet	
ENTER APPLICANT RESPONSE HERE:	

<b>B.(2)</b>	<b><u>Attached Appendix G: Proposed five-year Budget Plan</u></b>
<b>Rating</b>	<b>Expectations</b>
<input type="checkbox"/> Meets	<p>A complete response must</p> <ul style="list-style-type: none"> <li>● Include a five-year budget plan in <b>Appendix G</b> that is based on the 910B5 SEG Revenue Worksheet from Appendix F;</li> <li>● Support the proposed school's mission and all elements of the proposed program laid out in the application; and</li> <li>● Align with the proposed school's five-year growth plan.</li> </ul>
<input type="checkbox"/> Approaches	
<input type="checkbox"/> Does Not Meet	
ENTER APPLICANT RESPONSE HERE:	

<b>B.(3)</b>	<b><u>Budget Narrative</u></b>
<b>Rating</b>	<b>Expectations</b>
<input type="checkbox"/> Meets	<p>A complete response must</p> <ul style="list-style-type: none"> <li>● Explain basic assumptions;</li> <li>● Identify reliable sources for each assumption;</li> <li>● Include priorities consistent with the proposed school's mission;</li> <li>● Include priorities consistent with the proposed school's educational program;</li> <li>● Include priorities consistent with the proposed school's staffing; and</li> <li>● Include priorities consistent with the proposed school's facility.</li> </ul>
<input type="checkbox"/> Approaches	
<input type="checkbox"/> Does Not Meet	
ENTER APPLICANT RESPONSE HERE:	

<b>B.(4)</b>	<b>Budget Narrative (if replicating a model)</b>
<b>Rating</b>	<b>Expectations</b>



<input type="checkbox"/> Meets	<p>A complete response must:</p> <ul style="list-style-type: none"> <li>• Describe the relationship between the new school and the existing school or network of schools</li> <li>• List the services to be contracted from the existing school or network,</li> <li>• Detail the proposed budget for those services, and</li> <li>• Include a scope of work for a proposed contract or request for proposals.</li> </ul>
<input type="checkbox"/> Approaches	
<input type="checkbox"/> Does Not Meet	
ENTER APPLICANT RESPONSE HERE:	

B. (5)	<u>Budget Adjustments</u>
Rating	Expectations
<input type="checkbox"/> Meets	<p>A complete response must</p> <ul style="list-style-type: none"> <li>• Describe budget control strategies <b>as well as</b> budget adjustments that will be made to meet financial budget and cash-flow challenges;</li> <li>• Describe budget control strategies <b>as well as</b> budget adjustments that will be made to address the failure to receive any anticipated funding sources;</li> <li>• Include explanations that are viable and realistic, based on the professional judgment of experienced, licensed, school business officials;</li> <li>• Address how special education students will receive services <b>before</b> special education funding is provided, based on accurate 40-day counts; and</li> <li>• Address how gaps between budgeted students and actual enrollment will be addressed.</li> <li>• Demonstrate how budget control strategies provide <b>capacity</b> to manage the budget successfully.</li> <li>• Address how the school will modify the budget for students with special needs.</li> <li>• 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.</li> </ul>
<input type="checkbox"/> Approaches	
<input type="checkbox"/> Does Not Meet	
ENTER APPLICANT RESPONSE HERE:	

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

C.(1)	<u>Internal Control Procedures</u>
Rating	Expectations
<input type="checkbox"/> Meets	<p>A complete response must</p> <ul style="list-style-type: none"> <li>• Describe how internal control procedures will include the following: <ul style="list-style-type: none"> <li>○ safeguard assets</li> <li>○ segregate its payroll</li> </ul> </li> </ul>

<input type="checkbox"/> Approaches	<ul style="list-style-type: none"> <li>○ segregate cash and check disbursement duties</li> <li>○ provide reliable financial information and promote operational efficiency</li> <li>○ ensure compliance with all applicable federal and state statutes, regulations, and rules;</li> </ul>
<input type="checkbox"/> Does Not Meet	<ul style="list-style-type: none"> <li>● Clarify how procedures that—based on the professional judgment of experienced, licensed, school business officials—successfully ensure appropriate segregation of duties; and</li> <li>● Provide a process the school will use to regularly evaluate compliance with the internal control procedures that have been described above.</li> </ul>
ENTER APPLICANT RESPONSE HERE:	

<b>C.(2)</b>	<b><u>Staff for Financial Tasks</u></b>
<b>Rating</b>	<b>Expectations</b>
<input type="checkbox"/> Meets	<p>A complete response must</p> <ul style="list-style-type: none"> <li>● Identify the appropriate staff to perform each financial task identified in the response to B(1) and all other required financial tasks;</li> <li>● Align completely with the organizational chart from response to D(1) in the Organizational Framework;</li> <li>● Align completely with the budget in A(1) and A(2) responses in Financial Framework;</li> <li>● Describe appropriate qualifications and responsibilities for each of the identified positions; and</li> <li>● 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.</li> </ul>
<input type="checkbox"/> Approaches	
<input type="checkbox"/> Does Not Meet	
ENTER APPLICANT RESPONSE HERE:	

<b>C.(3)</b>	<b><u>Governing Body Legal &amp; Fiscal Oversight</u></b>
<b>Rating</b>	<b>Expectations</b>
<input type="checkbox"/> Meets	<p>A complete response must</p> <ul style="list-style-type: none"> <li>● Describe how the Governing Body audit and finance committees will be formed and how they will: <ul style="list-style-type: none"> <li>○ Function generally</li> <li>○ Ensure proper legal oversight</li> <li>○ Ensure proper financial oversight;</li> </ul> </li> <li>● Describe how the proposed school’s audit and finance committees will interact with the school’s management; and</li> <li>● Describe how the audit and finance committees will interact with the full Governing Body.</li> </ul>
<input type="checkbox"/> Approaches	
<input type="checkbox"/> Does Not Meet	
ENTER APPLICANT RESPONSE HERE:	

## IV. Evidence of Support

### A. Outreach Activities

A.	<u>Outreach Program</u>
Rating	Expectations
<input type="checkbox"/> Meets	<p>A complete response must</p> <ul style="list-style-type: none"> <li>Describe an outreach program to develop community support for the proposed school that has been implemented during the application process;</li> <li>Complete Appendix H: Community Outreach to delineate the specific activities conducted by the applicant team in the community to demonstrate robust community engagement and demand for the school. Indicate the date, targeted stakeholder group, a description of the outreach, location, information/input obtained and the specific actions taken to incorporate feedback on the application to demonstrate a broad audience, representative of the community has had input and</li> <li>Indicate the number of attendees at each outreach activity.</li> </ul>
<input type="checkbox"/> Approaches	
<input type="checkbox"/> Does Not Meet	
ENTER APPLICANT RESPONSE HERE:	

### B. Community Support

B.	<u>Evidence of Community Support and Demand</u>
Rating	Expectations
<input type="checkbox"/> Meets	<p>A complete response must</p> <ul style="list-style-type: none"> <li>Provide evidence of demand for the proposed school through quantitative and qualitative measures of family interest in enrolling their student in the school.</li> <li>Provide a description of educational options for similar populations in the community to demonstrate why there is a need for a high-quality charter option serving that particular demographic. Provide evidence that demonstrates need such as low academic performance in existing options, lack of programmatic/ instructional models responsive to community, low access to seats in available schools (e.g., waitlists or lack of program offerings), and / growing population in the target grade levels.</li> <li>Ensure the demonstrated support is specific to the community of the targeted geographic location, grade levels and other demographics of the targeted student population.</li> </ul>
<input type="checkbox"/> Approaches	
<input type="checkbox"/> Does Not Meet	
ENTER APPLICANT RESPONSE HERE:	

### C. Community Relationships

C.	<u>Networking with Community</u>
Rating	Expectations

<input type="checkbox"/> Meets	<p>A complete response must</p> <ul style="list-style-type: none"> <li>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;</li> <li>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</li> <li>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.</li> </ul>
<input type="checkbox"/> Approaches	
<input type="checkbox"/> Does Not Meet	
ENTER APPLICANT RESPONSE HERE:	

### Appendix A: Applicant Team

Use this table to identify Applicant Team Members (examples provided)

Applicant Group Member Name/Phone/ Email Address	Current Employment	Relevant Experience/Skills and Role in the Application Development	Proposed Role(s) in School (e.g., governing board member, foundation board member, employee, none)	Proposed Position on the Board (e.g., officer or member)
<i>Mr. Courtney Gonzales (505) 555-5555 email@gmail.edu</i>	<i>UNM Education Professor</i>	<i>Curriculum Development Education Plan Committee</i>	<i>Head Administrator</i>	<i>Governing Board President</i>

### Appendix H: Community Outreach

Use this table to provide evidence of community outreach and input (examples provided)

Date(s) of Outreach (mm/dd/yy)	Target Stakeholder Group	Description of the Outreach	Location of Outreach	Input Obtained	Action Taken on Input	Number of Attendees
<i>01/16/2025 meeting date</i>	<i>Families of SWDs, community members</i>	<i>Sent flyers to community-based organizations serving children and families with special needs. Hosted a meet/greet to introduce team and</i>	<i>ABC Community Center 123 Street, Las Cruces, NM</i>	<i>Need for family partners</i>	<i>Add a family liaison to the staff who is bi-lingual</i>	<i>22 families of students in grades pre-kindergarten and kindergarten</i>

		<i>solicit feedback on application.</i>				