

AGENDA ITEM EXECUTIVE SUMMARY

- I. Public Education Commission Meeting Date: February 10, 2017
- II. Item Title: Discussion and Possible Action on 2017 New Charter School Application Kit Including Evaluation Rubric and Criteria
- III. Executive Summary and Proposed Motions:

On August 1, 2016, the National Association of Charter School Authorizers presented an Authorizer Evaluation Report on the PEC's authorizing practices. In that report, NACSA specifically addressed the PEC's application decision making processes. The report sections are excerpted in today's materials. Those findings include:

- The PEC's application evaluation rubric sets a bar for approval that is too low and that contains ambiguous language.
- The four-tiered application evaluation rubric uses subjective language rather than concrete descriptors of quality, which results in inconsistent reviews across years and discrepancies between the staff analyses/recommendations and the PEC's decisions.
- Furthermore, the rubric sets a standard for approval that allows underqualified applicants to receive a charter.
- For example, based only on the rubric language, a school with incomplete or partially inaccurate budgets, operations, and education plans would meet the standard for approval.

The NACSA report made the following recommendations, and others:

- Revise the application toolkit and embedded evaluation rubric to establish a clearer and higher bar for approval.
- Develop language to define the PEC's threshold for approval and ensure only applications that demonstrate a high likelihood of success are approved.
- For each application question, remove ambiguous language and replace such language with concrete descriptors of quality, which will improve the consistency of application evaluations and help ensure that only high-quality applications are approved.
- Revise the rubric to require applicants to fully align the proposed budget with the education plan and organizational plan.

- Establish a more transparent set of expectations for the community-input hearing, outlining how the results will be used to evaluate the application and applicant capacity.
- Develop and adopt an applications policy that defines the PEC's threshold for approval to ensure that only applications that demonstrate a high likelihood of success are approved.
- Work with the CSD to further develop the underlying evaluation rubric and corresponding evaluation report form to ensure that the PEC and the CSD are using the same criteria to evaluate charter school applications.

In the attached materials, CSD had provided draft proposals for how to take action on the NACSA recommendations.

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| <p>Meets the Criteria</p> <p>100% of total points</p> | <ul style="list-style-type: none"> • All required elements present • Sufficient detail to demonstrate capacity • Consistent with other sections, including budget • Coherent and easily understood |
| <p>Approaches the Criteria</p> <p>50% of total points</p> | <ul style="list-style-type: none"> • Some, but not all required elements present • Insufficient detail to fully understand proposal • Slightly inconsistent with other sections • Does not clearly meet criteria |
| <p>Falls Far Below the Criteria</p> <p>0 points</p> | <ul style="list-style-type: none"> • Criteria not addressed • None of the required elements present • Contradicts other sections, or substantially inconsistent with other sections • Insufficient detail to evaluate • Demonstrates lack of capacity (e.g, violates/conflicts with law, is incoherent or cannot be understood, is patently unreasonable) |

Minimum Scoring Expectations –

- No response may be evaluated as Falls Far Below;
- No more than 3 responses may be evaluated as Approaches the Criteria for any section of the application; and
- The applicant must receive no less than 90% of the available points.

I. Academic Framework

| # | Prompt | Total Points Available | Rubric |
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| A. (1) | State the requested enrollment, grade levels to be served and student/teacher ratio. | 4 | <p>A complete response must:</p> <ul style="list-style-type: none"> 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 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 |
| B.(1) | State the mission or the driving force that guides this school proposal. The mission should answer questions such as: 1) what student outcomes does the proposed school seek to accomplish; 2) how will it accomplish that; and 3) what is innovative and unique about the proposed school? The best mission statements are clear, cohesive, comprehensive, reasonable, and innovative, and have a focus on outcomes rather than inputs. | 4 | <p>A complete response must:</p> <ul style="list-style-type: none"> Identify the student <u>outcomes</u> the proposed school seek to accomplish Described how it will achieve the identified student outcomes (inputs/program) Identify how the proposed outcomes and how they will be achieved is innovative and unique |
| C.(1) | <p>Identify and provide at least two mission-specific indicators/goals in the following section. Include the following key elements:</p> <ul style="list-style-type: none"> First, ensure that the annual indicators/goals provided show the | 12 | <p>A complete response must:</p> <ul style="list-style-type: none"> Include two mission specific indicators/goals Align to the student outcomes identified in the mission response (B.1.) Include all elements of the SMART Format: |

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| | <p>implementation of the proposed school's mission.</p> <ul style="list-style-type: none"> • Second, for each indicator provided, use SMART format (specific, measurable, attainable, rigorous, and time-bound—see glossary). Your indicators should include all of these key SMART elements, be clear, comprehensive, and cohesive. • Third, include measures and metrics in your mission-specific indicators/goals. Specifically, determine what percentage constitutes “exceeds standards,” what constitutes “meets standards,” what falls under “does not meet standards” and what it means to “fall far below standards.” | | <ul style="list-style-type: none"> ○ Specific ○ Measurable ○ Attainable ○ Rigorous ○ Time bound <ul style="list-style-type: none"> • Include the following rating categories – Exceeds Standards, Meets Standards, Does Not Meet Standards, and Falls Far Below Standards • Include measures and metrics, including percentages, for each rating category |
| D. (1) | <p>Provide a description the proposed school's curriculum. The proposed curriculum must be research-based, reasonable, and clearly align with the New Mexico Common Core State Standards, and the proposed school's mission.</p> <p>Provide and describe a detailed, clear, comprehensive, and reasonable timeline and plan for the development of the entire proposed curriculum, including identification of responsible staff, action steps, and deadlines that will ensure alignment with CCSS, NM Content Standards, and the proposed school's mission. If approved, the PEC requires one</p> | 4 | <p>A complete response must:</p> <ul style="list-style-type: none"> • Describe the proposed school's curriculum • Identify information that demonstrates the curriculum is research-based • Describe a curriculum that is reasonable based on the professional judgment of experienced educators • Identify information that demonstrates how the curriculum will align with the New Mexico Common Core State Standards and New Mexico Content Standards • Identify information that demonstrates how the curriculum will align with the proposed school's mission • Include a reasonable 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, |

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| | semester's curriculum to be fully completed by the charter school during the planning year before commencement of operations is approved. | | <ul style="list-style-type: none"> ○ The timeline must identify: <ul style="list-style-type: none"> ▪ responsible staff, ▪ action steps, and ▪ deadlines ○ The timeline must include specific action steps that will ensure alignment with CCSS, NM Content Standards and the proposed school's mission ○ The timeline must demonstrate that the scope and sequence and unit plans for one semester's curriculum will be fully completed before June 1st of the planning year, the deadline for having the commencement of operations approved |
| E. (1) | <p>Identify the proposed school's proposed requirements for graduation, if applicable, and explain any changes or additional requirements that vary from state minimum requirements. Provide high school graduation requirements that clearly articulate and meet state requirements. If you provide additional requirements that vary from state minimum requirement they are clearly explained. For further information please see the following link: http://ped.state.nm.us/GradReqs/Graduation%20and%20Course%20Offering%20Requirements.pdf.</p> <p>If you are seeking any change from mandated minimum graduation requirements, identify the change and explain why you are seeking it. Clearly explain how the change supports the mission and ensures student readiness for college or other post-secondary opportunities.</p> | 4 | <p>A complete response must:</p> <ul style="list-style-type: none"> • Identify all of the proposed school's graduation requirements • Align to state graduation requirements OR Explicitly identify all requirements that vary from state minimum requirements • If there are variances from state minimum requirements- <ul style="list-style-type: none"> ○ Explain why the proposed school believes the change is important ○ Explain how the change supports the mission ○ Explain how the change ensures student readiness for college or other post-secondary opportunities |

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| F. (1) | Provide a clear, comprehensive, and cohesive overview of the educational philosophy and instructional methods to be implemented that clearly support and align with the proposed school's mission, and curriculum | 4 | <p>A complete response must:</p> <ul style="list-style-type: none"> • Describe the educational philosophy of the proposed school • Identify primary instructional methods to be implemented that align to the educational philosophy • Describe how the educational philosophy and instructional methods support and align to the mission and curriculum |
| F.(2) | Provide a yearly calendar and daily schedule (length of school day, instructional blocks and breaks) that completely comply with all state requirements and ensure effective, successful implementation of the academic program/curriculum. Describe in detail how this schedule supports the proposed school's educational program and how the calendar is optimal for achieving high outcomes for your anticipated student population. | 4 | <p>A complete response must:</p> <ul style="list-style-type: none"> • Include a yearly Calendar that identifies: <ul style="list-style-type: none"> ○ 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: <ul style="list-style-type: none"> ○ 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 |
| F. (3) | Provide a clear, comprehensive and cohesive explanation of how the educational philosophy, instructional methods, and yearly calendar and daily schedule will be effective with the anticipated student population. | 4 | <p>A complete response must:</p> <ul style="list-style-type: none"> • Identify the anticipated student population, including: <ul style="list-style-type: none"> ○ Educational proficiency upon enrollment at the school ○ Attendance and truancy trends ○ Other special educational needs |

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| | | | <ul style="list-style-type: none"> • Explain how the educational philosophy will be effective with the anticipated student population (has been designed to meet students' needs) • Explain how the instructional methods will be effective with the anticipated student population (has been designed to meet students' needs) • Explain how the yearly calendar and daily schedule will be effective with the anticipated student population (has been designed to meet students' needs) |
| G. (1) (a) | Provide a clear, cohesive, and comprehensive description of how the proposed school will provide required instructional services/supports to students with IEPs. Ensure you address both students with disabilities and students classified as gifted. | 4 | <p>A complete response must:</p> <ul style="list-style-type: none"> • Describe how the proposed school will identify and provide instructional supports and services to students with disabilities that have IEPs or are eligible for an IEP. • Describe how the proposed school will identify and provide instructional supports and services to gifted students that have IEPs or are eligible for an IEP. • Include a description of the general philosophy regarding special education. • Identify specific responsibilities for school staff, classroom teachers and special education staff. • Identify specific training and support that will be provided to teachers and school staff to ensure they are able to fulfill their responsibilities. |
| G. (1) (b) | Provide a clear, cohesive, and comprehensive description of how the proposed school will regularly evaluate and monitor the progress and success of special education students to ensure attainment of IEP goals. | 4 | <p>A complete response must:</p> <ul style="list-style-type: none"> • 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. • Identify the regular intervals at which progress will be monitored and success will be evaluated. • Identify specific actions/reporting that will engage students and or families. |

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| | | | <ul style="list-style-type: none"> Describe how the school will evaluate the effectiveness of its special education program and services. |
| G.(2)(a) | Provide a clear, comprehensive, and cohesive description of how the proposed school will provide required curriculum, and instructional services/supports to students identified as ELLs. | 4 | <p>A complete response must:</p> <ul style="list-style-type: none"> 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. Include a description of the proposed school's general philosophy regarding English language development for ELs. Identify specific responsibilities for school staff and classroom teachers. Identify specific training and support that will be provided to teachers and school staff to ensure they are able to fulfill their responsibilities. |
| G. (2) (b) | Provide a clear, comprehensive, and cohesive plan to regularly evaluate and monitor the progress of English language learners. | 4 | <p>A complete response must:</p> <ul style="list-style-type: none"> 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. Describe how the school will monitor exited EL students (reclassified fluent English proficient students – RFEPs) for two years for academic progress. |
| H.(1) | Provide a clear, comprehensive, and | 8 | A complete response must: |

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| | cohesive assessment plan that identifies what measures will be used to indicate that students are making academic progress, the grade levels at which the assessments will be used, frequency of assessing, and how the assessments will be used to inform instruction. Please provide clear evidence that the applicant has considered the common core standards, the state-mandated PARCC and SBA, all federally and state required assessments, and the proposed school's projected student population. | | <ul style="list-style-type: none"> • 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"> ○ Include assessments/progress monitoring for special populations • Identify, for all state or district mandates assessment periods, the grade levels at which the assessments will be administered • Describe , for all state or district mandates assessment periods, the specific data that will be collected, reported, analyzed, evaluating and utilized to inform instruction • Describe how the data identified will be used to inform instruction • Align with all state assessment and data reporting requirements • Describe how the assessment plan meets the specific needs of the proposed school's projected student population • Describe how the assessment plan aligns to the proposed school's mission |
| H.(2) | Provides a clear, comprehensive and cohesive description of how assessment data will be analyzed and what corrective actions will be taken if the proposed school falls short of achieving student academic achievement or growth expectations or goals at the individual (remediation/at-risk student) and school-wide levels. Provide a complete explanation of what would trigger such corrective actions, who would be responsible for implementing them, and how the proposed school will assess effectiveness. | 4 | <p>A complete response must:</p> <ul style="list-style-type: none"> • Identify specific responsibilities for school staff and classroom teachers relating to administering assessments, collecting and reporting data, and analyzing, evaluating and utilizing data to inform instruction • Identify specific actions/reporting that will engage the overall school community, students and or families • Align with all state assessment and data reporting requirements • Describe how the assessment plan meets the specific needs of the proposed school's projected student population • Describe how the assessment plan aligns to the proposed school's mission |
| H.(3) | Provide a clear, comprehensive, and cohesive plan that explains how student assessment and progress will be appropriately communicated to students, parents, the proposed school's Governing Body, the proposed school's Authorizer, and | 4 | <p>A complete response must:</p> <ul style="list-style-type: none"> • 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 |

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| | the broader community. Please consider your selected community, their accessibility and communication options when answering this question. | | <ul style="list-style-type: none"> ○ Include assessments/progress monitoring for special populations • Identify, for all state or district mandates assessment periods, the grade levels at which the assessments will be administered • Identify specific responsibilities for school staff and classroom teachers relating to administering assessments, collecting and reporting data, and analyzing, evaluating and utilizing data to inform instruction • Identify specific actions/reporting that will engage the overall school community, students and or families • Align with all state assessment and data reporting requirements • Describe how the assessment plan meets the specific needs of the proposed school's projected student population • Describe how the assessment plan aligns to the proposed school's mission |
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II. Organizational Framework

| # | Prompt | Total Points Available | Rubric |
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| A. (1) | Summarize and incorporate all key components of your governance structure, specifically outlining the roles and responsibilities of the Governing Body members (number of members, length of terms, offices to be created, committees, grounds for removal from office, and relationship with the proposed school's administration). Provide comprehensive "bylaws", attach bylaws as Appendix A. | 8 | <p>A complete response must:</p> <ul style="list-style-type: none"> • Include a complete 910B5 Worksheet in Appendix F • Use appropriate values and computations in each year • Use current unit value • Budget 15% for Special Education |
| A.(2) | Enumerate the qualifications desired for governing body members that will ensure the proposed school's governance is competent to operate a public school. Provide a list of all | 4 | <p>A complete response must:</p> <ul style="list-style-type: none"> • Include a five-year budget plan in Appendix G that is |

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| | proposed, initial Governing Body members along with their experience, skills, and qualifications. Ensure that the membership reflects the diverse experiences and skills necessary to oversee all aspects of the proposed school. In your list of proposed initial governing body members, describe the expertise represented in order to demonstrate their capacity to initiate the opening of the charter school (i.e., ensure student success, develop, implement, oversee the management of public funds, and oversee the proposed school's compliance with legal obligations). | | <p>based on the 910B5 SEG Revenue Worksheet from Appendix F</p> <ul style="list-style-type: none"> • Support the proposed school's mission • Align with the proposed school's five- year growth plan • Budget 15% for Special Education • Supports long-term sustainability of the proposed school |
| A.(3) | Provide a clear and appropriate process or plan for selecting new Governing Body members that is focused on selecting quality leaders who have the identified skills necessary to govern the proposed school. Describe how governing body members will be recruited, evaluated, and selected as vacancies arise. | 8 | <p>A complete response must:</p> <ul style="list-style-type: none"> • 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 • Include priorities consistent with the proposed school's facility |
| B.(1) | Provide an ongoing clear, comprehensive, and cohesive plan for annual Governing Body training that complies with state requirements, meets your governing body training needs, includes training on the Open Meetings Act, and is completely supported by the budget you propose. | 4 | <p>A complete response must:</p> <ul style="list-style-type: none"> • Describe budget control strategies <u>as well as</u> budget adjustments that will be made to meet financial budget and cash-flow challenges • Include explanations that are viable and realistic • Address how special education students will receive |

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| | | | <p>services <i>before</i> special education funding is provided based on accurate 40 day counts</p> <ul style="list-style-type: none"> • Address how gaps between budgeted students and actual enrollment will be addressed |
| B. (2) | Provide a clear, comprehensive, and cohesive plan for an annual self-evaluation of the Governing Body that reflects that body's effectiveness and focuses on continuous improvement. | 4 | <p>A complete response must:</p> <ul style="list-style-type: none"> • Describe internal control procedures the proposed school will utilize to: <ul style="list-style-type: none"> ○ safeguard assets, ○ segregate its payroll ○ segregate check disbursement duties, ○ provide reliable financial information, ○ promote operational efficiency and ○ ensure compliance with all applicable federal and state statues, regulations, and rules |
| C.(1) | Provide a clear, comprehensive, and cohesive plan for how the governing body will monitor organizational, financial, and academic outcomes on an ongoing basis to ensure that the proposed school is successfully meeting its mission and providing a quality education. | 12 | <p>A complete response must:</p> <ul style="list-style-type: none"> • 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 |

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| | | | <ul style="list-style-type: none"> • Include a plan that will result in the recruitment, identification, and 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 |
| C. (2) | <p>Identify and provide a clear, comprehensive, and cohesive plan for hiring a head administrator. Include a clear, comprehensive, and cohesive description of the leadership characteristics and qualifications for the head administrator needed to run the proposed school. In your description, take into account the mission of the proposed school. Include evidence of a clear plan (i.e., job search process, timelines etc.) to hire and evaluate a highly- qualified administrator no later than July 1.</p> <p>If the proposed head administrator is a founder or already identified, provide a clear, comprehensive, and cohesive description of his/her leadership characteristics and qualifications for running the proposed school and delivering its unique mission.</p> | 8 | <p>A complete response must:</p> <ul style="list-style-type: none"> • Describe how the Governing Body audit and finance committees will be formed and how they will: <ul style="list-style-type: none"> ○ Function generally ○ Ensure proper legal oversight ○ Ensure proper financial oversight • Describe how the proposed school's audit and finance committees will interact with the school's management • Describe how the audit and finance committees will interact with the full Governing Body |
| C. (3) | Describe how the governing body will convey and delineate the roles and responsibilities of the proposed school's head administrator. Provide a proposed job description for the head administrator including responsibilities that are significant and unique to charter school leaders and the proposed school's mission, goals, and educational philosophy. Attach the job description as Appendix B. | 4 | |
| C. (4) | Identify and provide a clear, comprehensive, and cohesive plan for annually evaluating the head administrator. In your description, take into account the mission and goals of the proposed school. | 4 | |
| D.(1) | Provide a clear, comprehensive, cohesive, and reasonable organizational chart and narrative that aligns structures with | 8 | |

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| | the mission of the proposed school and demonstrates a clear understanding of appropriate relationships between governance, administration, teaching, support staff, and external agencies that are essential to the proposed school. | | |
| D. (2) | Provide clear, comprehensive, and cohesive job descriptions for all certified and licensed staff and any other key staff (if your charter requires non-traditional roles or positions, identify and describe here). In the job descriptions, clearly outline necessary qualifications and appropriate reporting lines that are consistent with the organizational chart. In your descriptions, take into account the mission of the proposed school. Attach staff job descriptions as Appendix C. | 4 | |
| D.(3) | Provide a clear, comprehensive, and cohesive staffing plan that demonstrates an understanding of the proposed school's staffing needs and is reasonable and adequate to support effective and timely implementation of the academic program/ curriculum, and is aligned with the budget, and projected enrollment. Include evidence of a clear plan (i.e., job search process, timelines etc.) to hire and evaluate highly- qualified staff no later than two weeks prior to the start of the proposed school year. | 8 | |
| D.(4) | Provide a clear, comprehensive, and compelling plan for Professional Development that meets state requirements, supports the implementation of the proposed school's educational plan, mission, and performance goals. Ensure that the plan is supported by the budget. | 4 | |
| E. (1) | Clearly describe the employer/employee relationship and provide clear terms and conditions of employment for all classes of employees (administration, professional staff, and administrative staff). Include benefits, work schedules, annual number of contract days, pay terms. Please offer a complete and appropriate explanation of how you will address employees' recognized representatives. | 4 | |
| F. (1) | Provide a clear, comprehensive, and cohesive plan that | 4 | |

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| | <p>describes school structures that will provide meaningful parental, professional educator, and community involvement in the governance and operation of the proposed school. The plan includes structures to facilitate parental involvement that will help to advance the proposed school's mission.</p> <p>Please note that charter schools may not require community or parental support or involvement as grounds for accepting or not accepting a student.</p> | | |
| F. (2) | Provide a clear, comprehensive, and cohesive plan to receive and process concerns and complaints from the community and parents. The plan is transparent, fair, accessible to the community, and ensures a timely and meaningful response from school administration and the GB. | 4 | |
| G.(1) | Provide a clear, comprehensive, and cohesive outreach and recruitment plan that ensures equal access to the proposed school and is likely to be effective in attracting a representative student body from the targeted community. The recruitment /enrollment timelines presented are reasonable. | 4 | |
| G. (2) | Provide a complete, comprehensive, and cohesive plan to implement a lottery process. Ensure all proposed procedures and policies comply with state statutes, and support equal access to the proposed school (include how a wait list will be maintained). Please provide tentative timeframes or dates. | 4 | |
| H. (1) | Provide a current, clear, comprehensive, and cohesive Conflict of Interest Policy that demonstrates an understanding of, and capacity to, meet the requirements of the law (NMSA 1978 § 22-8B-5.2(2011)). Provide a sample disclosure statement of any real or potential conflict of interest. | 4 | |
| I.(1) | If there is /are third party relation-ship(s) (partner organization or a contractor etc.) that is essential to the existence of your charter school, governance, key instructional staff, or management functions, identify them (entity, person, contact information etc.). Provide a clear, comprehensive, and cohesive | 4 | |

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| | description of all of those third-party relationships that are considered integral to accomplishing the mission of the proposed school. In your description, please demonstrate that you have a complete understanding of the legal implication of the relationship to the proposed school. | | |
| I.(2) | If applicable, provide and attach as Appendix D, a proposed, signed, clear, formal agreement between the applicant and each third party relationship OR memorandum of understanding (MOU) between the applicant and each prospective third-party, delineating the appropriate responsibilities, activities, and costs of both sides. | 4 | |
| J. (1) | Identify all non-discretionary waivers that will be utilized and discretionary waivers that will be requested. For discretionary waivers specifically identify statutes or state rules for which a waiver is requested. For all describe how the waiver will support the proposed school's plan; the description should clearly demonstrate how requested waivers align with the proposed school's mission, and the educational program and curriculum. For further information please see the following link: http://ped.state.nm.us/admin.personnel/waiver_requests.html . | 3 | |
| K. (1) | If Applicable, state how the proposed school plans to offer transportation to its students. Provides a clear description of how student transportation needs will be met that is supported by the proposed budget. For further information please see the following link: http://ped.state.nm.us/div/fin/trans/index.html . | 4 | |
| K.(2) | If Applicable Provide a plan to offer food services to students (i.e., contracting with approved/appropriate food services vendors, providing Free and Reduced Lunch). Provide a clear description of how food services will be provided that is supported by the proposed budget. | 4 | |
| L.(1) | Complete, submit, and attach as Appendix E, the Public Schools Facilities Authority (PSFA) approval of the proposed school's | 4 | |

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| | Facilities Master Plan Ed / Spec Checklist. | | |
| L. (2) | Provide evidence that you have researched potential facilities/properties and identified at least one appropriate, viable facility/ property in the targeted geographic location. Include evidence of a clear plan to prepare the facility/property in time for the proposed school's opening, including a reasonable estimate and description of capital outlay needs and how the project will be funded. | 4 | |

III. Financial Framework

| # | Prompt | Total Points Available | Rubric |
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| A. (1) | Provide, and attach as Appendix F, a completed 910B5 State Equalization Guarantee (SEG) Computation Revenue Estimate Worksheet using appropriate values and computations for each year of the 5-year budget plan (use current unit value and for Special Education, please budget the state average of 15%). Ensure that your worksheet clearly demonstrates your understanding of, and your capacity to implement New Mexico public school funding. | 8 | <p>A complete response must:</p> <ul style="list-style-type: none"> • Include a complete 910B5 Worksheet in Appendix F • Use appropriate values and computations in each year • Use current unit value • Budget 15% for Special Education |
| A.(2) | Provide, and attach as Appendix G, a proposed five-year budget plan based on the 910B5 SEG Revenue Worksheet, that clearly supports the proposed school's mission and aligns with the proposed school's five- year growth plan, including staffing, facilities, educational program, and services. | 12 | <p>A complete response must:</p> <ul style="list-style-type: none"> • 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 • Align with the proposed school's five- year growth plan • Budget 15% for Special Education |

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| | Ensure that your draft budget clearly demonstrates the financial capacity and long-term sustainability of the proposed school (consider your growth plan, including staffing, facilities, educational program, mission etc.). | | <ul style="list-style-type: none"> • Supports long-term sustainability of the proposed school |
| A.(3) | Provide a clear, comprehensive, cohesive, and reasonable budget narrative that explains basic assumptions, how those were determined based on reliable sources, and identifies all priorities that are consistent with the proposed school's mission, educational program, staffing, and facility. The budget narrative demonstrates the proposed school's thorough understanding of the budget and of budgeting. | 4 | <p>A complete response must:</p> <ul style="list-style-type: none"> • 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 • Include priorities consistent with the proposed school's facility |
| A. (4) | <p>Provide a clear and meaningful description of what budget adjustments will be made to meet financial budget and cash-flow challenges. Ensure that your explanations provide clear evidence that the adjustments are viable and realistic. The suggested budget control strategies demonstrate capacity to manage the budget successfully.</p> <p>Provide a narrative description of how the proposed school will modify the budget when there are students with special education needs currently attending the proposed school, but under the funding formula the proposed</p> | 4 | <p>A complete response must:</p> <ul style="list-style-type: none"> • Describe budget control strategies as well as budget adjustments that will be made to meet financial budget and cash-flow challenges • Include explanations that are viable and realistic • Address how special education students will receive services before special education funding is provided based on accurate 40 day counts • Address how gaps between budgeted students and actual enrollment will be addressed |

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| | <p>school will only receive additional funding during the next school year.</p> <p>Provide a narrative description of how the proposed school will address the budget in the event that the proposed school has budgeted for more students, based on early enrollment, than actually enroll in the proposed school at the beginning of the proposed school year.</p> | | |
| B.(1) | <p>Provide a description of the internal control procedures the proposed school will utilize to safeguard assets, segregate its payroll and other check disbursement duties, provide reliable financial information, promote operational efficiency and ensure compliance with all applicable federal and state statutes, regulations, and rules relative to the proposed school's procedures</p> | 4 | <p>A complete response must:</p> <ul style="list-style-type: none"> Describe internal control procedures the proposed school will utilize to: <ul style="list-style-type: none"> safeguard assets, segregate its payroll segregate check disbursement duties, provide reliable financial information, promote operational efficiency and ensure compliance with all applicable federal and state statutes, regulations, and rules |
| B. (2) | <p>Identify the appropriate staff to perform financial tasks, and ensure that the staff positions are completely supported in the organizational structure/chart and in the budget. Clearly provide the qualifications and responsibilities for those positions. Include evidence of a clear plan (i.e., job search process, timelines etc.) to hire and evaluate highly- qualified staff no later than two weeks prior to the start of the proposed school year.</p> | 4 | <p>A complete response must:</p> <ul style="list-style-type: none"> 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 Include a plan that will result in the recruitment, identification, and 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 |

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| B.(3) | Provide a clear, comprehensive, and cohesive plan for how the Governing Body will provide proper legal and fiscal oversight, include the responsibilities of the state-required audit and finance committees, and explain how these committees will operate in the proposed school's overall governance and management. | 4 | <p>A complete response must:</p> <ul style="list-style-type: none"> Describe how the Governing Body audit and finance committees will be formed and how they will: <ul style="list-style-type: none"> Function generally Ensure proper legal oversight Ensure proper financial oversight Describe how the proposed school's audit and finance committees will interact with the school's management Describe how the audit and finance committees will interact with the full Governing Body |
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IV. Evidence of Support

| # | Prompt | Total Points Available | Rubric |
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| A. (1) | Provide clear, comprehensive, and cohesive evidence that you have developed an effective and thoughtful outreach program. Provide sound evidence that you have addressed a broad audience to develop community support for the proposed school. Provide clear descriptions of outreach activities demonstrating that the applicant is attempting to reach a broad audience and understand the community needs. | 4 | <p>A complete response must:</p> <ul style="list-style-type: none"> Include a complete 910B5 Worksheet in Appendix F Use appropriate values and computations in each year Use current unit value Budget 15% for Special Education |
| B. (1) | Provide sufficient measurable, quantifiable and qualitative data-based evidence of abundant, broad-based support for the proposed school among residents in the targeted community | 8 | <p>A complete response must:</p> <ul style="list-style-type: none"> 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 |

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| | (For instance, provide the total number of students interested in the charter by grade level. DO NOT provide names or specific letters of interest from families or students. If appropriate to support earlier descriptions of the anticipated the 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 or type of current school (home, private, public), or other pertinent data.) | | <ul style="list-style-type: none"> Align with the proposed school's five- year growth plan Budget 15% for Special Education Supports long-term sustainability of the proposed school |
| C. (1) | Clearly demonstrate that you have developed meaningful and strategic networking relationships or resource agreements with local community agencies, groups, or individuals. (This differs from the formal partnership agreements that are integral to the proposed school's operations, as described in Section II. I (1) of this application.) | 4 | <p>A complete response must:</p> <ul style="list-style-type: none"> 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 Include priorities consistent with the proposed school's facility |
| D.(1) | Provide clear evidence demonstrating the uniqueness, innovation and significant contribution of your educational program to public education through meaningful comparisons and contrasts with the educational programs of other public schools that serve the same grade levels in the geographic area in which you plan to locate. Ensure that the evidence establishes a compelling demand for the proposed school's | 8 | <p>A complete response must:</p> <ul style="list-style-type: none"> Describe budget control strategies <u>as well as</u> budget adjustments that will be made to meet financial budget and cash-flow challenges Include explanations that are viable and realistic Address how special education students will receive services <u>before</u> special education funding is provided based on accurate 40 day counts Address how gaps between budgeted students and actual enrollment will be addressed |

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| | educational program. | | |
| B.(1) | Provide a description of the internal control procedures the proposed school will utilize to safeguard assets, segregate its payroll and other check disbursement duties, provide reliable financial information, promote operational efficiency and ensure compliance with all applicable federal and state statutes, regulations, and rules relative to the proposed school's procedures | | <p>A complete response must:</p> <ul style="list-style-type: none"> Describe internal control procedures the proposed school will utilize to: <ul style="list-style-type: none"> safeguard assets, segregate its payroll segregate check disbursement duties, provide reliable financial information, promote operational efficiency and ensure compliance with all applicable federal and state statutes, regulations, and rules |
| B. (2) | Identify the appropriate staff to perform financial tasks, and ensure that the staff positions are completely supported in the organizational structure/chart and in the budget. Clearly provide the qualifications and responsibilities for those positions. Include evidence of a clear plan (i.e., job search process, timelines etc.) to hire and evaluate highly- qualified staff no later than two weeks prior to the start of the proposed school year. | | <p>A complete response must:</p> <ul style="list-style-type: none"> 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 Include a plan that will result in the recruitment, identification, and 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 |
| B.(3) | Provide a clear, comprehensive, and cohesive plan for how the Governing Body will provide proper legal and fiscal oversight, include the responsibilities of the state-required audit and finance committees, and explain how these committees will operate in the proposed school's overall governance and management. | | <p>A complete response must:</p> <ul style="list-style-type: none"> Describe how the Governing Body audit and finance committees will be formed and how they will: <ul style="list-style-type: none"> Function generally Ensure proper legal oversight Ensure proper financial oversight Describe how the proposed school's audit and finance committees will interact with the school's management |

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| | | | <ul style="list-style-type: none">• Describe how the audit and finance committees will interact with the full Governing Body |
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New Mexico Public Education Commission

2017 New Charter School Application Kit Part A. Introduction and Instructions



Part A. Introduction and Instructions

Introduction

The Charter Schools Act

The *New Mexico Charter School Application Kit* was developed to provide guidance in the writing and review of new charter school submissions. The target audience for this document is both the founding group (the applicants) as they develop a charter school application and the potential Authorizer, the Public Education Commission (PEC), Authorizer's designee(s) or Authorizer's legal counsel (collectively referred to as "Authorizer") as they review and evaluate the quality and completeness of the application.

The New Mexico Charter Schools Act provides the following policy statement:

The Charter Schools Act ... is enacted to enable individual schools to structure their educational curriculum to encourage the use of different and innovative teaching methods that are based on reliable research and effective practices or have been replicated successfully in schools with diverse characteristics; to allow the development of different and innovative forms of measuring student learning and achievement; to address the needs of all students, including those determined to be at risk; to create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site; to improve student achievement; to provide parents and students with an educational alternative to create new, innovative and more flexible ways of educating children within the public school system; to encourage parental and community involvement in the public school system; to develop and use site-based budgeting; and to hold charter schools accountable for meeting the department's educational standards and fiscal requirements. (22-8B-3 NMSA 1978 *et seq*).

Starting a new charter school in New Mexico requires proposals from committed individuals who have the capacity to achieve strong educational outcomes. Through charter schools, the PEC as Authorizer and the Charter Schools Division ("CSD") in the New Mexico Public Education Department ("PED") seek to provide families with effective, quality educational options. The CSD serves as staff to the PEC and will review your application. The PEC makes the final determination regarding the application after reading the application, hearing from the applicant and the local community, and considering the information provided by the CSD.

The CSD Vision is as follows:

Driving student success in New Mexico by supporting excellent authorizing practices and charter schools that provide quality, innovative education.

An Overview of the Review Process

Each year, the PEC approves and makes available in writing at its office and online at its web site an application for a new charter for a specified fiscal year. On February 10, 2017, the PEC approved the application for a new charter for the 2017 application cycle, which includes templates and attachments designated by the PEC. Templates and attachments must not be altered from the approved content, format and sequence. An application package submitted for a new charter may be deemed incomplete if it contains modifications to the content, format or sequence of the application, templates or attachments or if it contains templates or attachments that were approved for use in a prior fiscal year.

Technical Review – CSD staff will confirm whether the applicant team has met all requirements and whether the application package contains all components required by statute, rule, and application instructions. An application package will pass the technical review if:

1. The applicant team timely submitted a NOI to the PEC and the district;
2. The application package contains complete information for each application component, including:
 - a. Executive Summary (Information must be consistent with the contents of the application package),
 - b. School Size (Information must be consistent with the contents of the application package),
 - c. All narrative sections, required exhibits and attachments;
3. The application package contains all required appendices; and
4. The application package contains all required documents submitted on the application attachment and/or templates approved for the 2017 application cycle, including 910B5 SEG Worksheet and 5 year Budget Plan.

Failure to meet the criteria above will result in the application package being deemed Incomplete. The application will be evaluated based on the information that is included in the application package when it is submitted.

Templates and attachments must not be altered from the approved content, format and sequence. An application package submitted for a new charter will be deemed incomplete if it contains modifications to the content, format or sequence of the application, templates or attachments or if it contains templates or attachments that were approved for use in a prior fiscal year.

Applicants will receive written notification of the deficiencies not more than 10 business days after the submission of the application package. If the application is deemed incomplete, the Applicant's file will be closed. The applicant may, within 5 business days of receiving the notice of an incomplete application, request a review by the Public Education Commission at its next regularly scheduled meeting. No new information and no additional submissions will be accepted or reviewed by the PEC or CSD. If such a request is received and the PEC finds that the application was complete, the application processing timelines will adjusted.

Scoring– Applications will be evaluated and scored using the Evaluation Rubric, which is embedded in the application. The review team for your application consists of outside experts who are overseen by the CSD. Each team member will review your application independently and thoroughly. Once

complete, the team will come together to discuss your application and provide a consensus score and analysis. This preliminary analysis will be provided to the applicant team and the PEC.

The PEC and the CSD has determined that answers that score in the “Meets the Criteria” category are satisfactory and those that fall into the “Approaches the Criteria” and “Falls Far Below the Criteria” are unsatisfactory. CSD has the ability to review scores for uniformity between applications assessed at the same time and review teams reviewing applications at the same time.

Capacity Interview – CSD staff and the review team will interview the applicant team. The interview questions are designed to determine the applicant team’s capacity to implement the charter school proposed in the application package and provide an opportunity for the applicant team to provide clarifying information regarding weaknesses identified in the preliminary review. Your responses are scored and analyzed and may inform the analysis of the written application. The Application score and analysis, along with a score and analysis of the Capacity Interview will form the basis for the CSD’s recommendation to the PEC. (See Part D below.)

Community Input Hearing – The PEC holds a public hearing at which the applicant team has an opportunity to answer the PEC’s questions. During the hearing, the PEC also has a chance to hear from the community and to learn about the positives and negatives for potentially opening a school like the one proposed.

Please note that the PEC will ask the applicants to respond to questions on the application during the Community Input Hearing. The applicants may have the personnel with the technical expertise with them at the table (and *should* have these people with them if these people were primarily responsible for drafting a section). However, the applicants themselves should demonstrate knowledge and understanding in all areas of the application.

CSD Recommendation – CSD utilizes information from the external team consensus score and preliminary analysis, capacity interview, and community input hearing to prepare a recommendation. The recommendation is presented to the Applicant and Public Education Commission at least two weeks prior to the PEC meeting. The CSD may refer to parts of the Community Input Hearing in the recommendation if relevant to the analysis presented in the recommendation and/or in the preliminary analysis.

PEC Consideration – The **PEC will make the final decision** to deny, approve, or approve with conditions charter school applications. The Public Education Commission reads and evaluates all applications. The PEC makes its decision based on, but not limited to, the following:

- 1) the application,
- 2) the review team preliminary scoring rubric and analysis,
- 3) the community input hearing,
- 4) the capacity interview,
- 5) the review team final scoring rubric and analysis,
- 6) the CSD's recommendation,
- 7) all clarifying information and statements provided by announced deadlines, and
- 6) the Applicant’s statements at the PEC meeting.

If you have further questions regarding this process, please do not hesitate to call the Charter Schools Division at (505) 827-6909.

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The 2017 New Charter School Application Kit

The kit is made up of the following four parts:

1. Part A—Introduction and Instructions
2. Part B—Executive Summary
3. Part C—Application and Rubric
4. Part D—Capacity Interview Questions and Rubric

The kit differs from prior years' applications in format and expectations and reflects our work to conform this application to the law. Please be sure that you use the most current form. The kit is intended to guide you through the steps of developing a charter school proposal. While the new kit comes in four parts you will only be submitting **Part B, Executive Summary, and Part C, Application and Rubric**. All parts of the kit comply with the amended Charter School Act, which requires charter schools' performance to be measured according to a framework of specific criteria. You will note that the application itself is organized by frameworks.

The **Part A, Introduction and Instructions**, provides you with information regarding expectations, application timelines, contact information, an application glossary of terms, and logistical information. Although you are not scored based on this section, the overall ability to create a clear, cohesive, comprehensive, reasonable, and innovative charter school application depends in large part on following the instructions in this guide.

The **Part B, Executive Summary**, requires you to provide a summary or overview of the work of your proposed school. This offers the reviewers a general understanding of what will be explained and described in detail within the application itself. In addition, this summary will be posted on the CSD website so that the public knows who is applying for a state-funded public charter school. This section is not evaluated for points. However, your summary should adequately reflect what is found in the rest of the application. For instance, if your school has a STEM focus, then this should be mentioned in the Executive Summary. **This section should be submitted to the CSD along with the Part C, Application, between May 1st and June 1st of the current year (5:00 PM MST).**

The **Part C, Application and Rubric**, contains a series of requests for information that should be responded to as completely as you deem appropriate. Please use the rubrics to guide your responses, and note that some questions are weighted more heavily than others. For example, the question on mission is an important one and is weighted more heavily than the question regarding transportation. In addition, it is important not to compartmentalize your responses, but rather to use the prompts to assist you in presenting a clear, comprehensive, cohesive, reasonable, and innovative educational, organizational, and financial frameworks for a public charter school. The evaluators will be looking for a consistent narrative that presents evidence of a thorough and thoughtful plan formulated by a capable team, deserving of being entrusted with millions of dollars of public funds, which will offer a vibrant and innovative educational option for New Mexican children and their families. Your mission should be reflected throughout the Application in all proposed programs, budgets, and resource allocations. **Note: Simply following the prompts does not guarantee approval by your selected authorizer.**

The **Part D, Capacity Interview Questions and Rubric**, does not require any written information from you. Instead, you are strongly encouraged to use the questions in Part D to better assess your own capacity to implement the framework for the charter school that you have outlined in your application, and to prepare answers in advance to the interview questions. All applicants receive the same

questions and individualized questions, which are created by your application reviewers in response to their review of your written application. Additional information will be provided at a later date.

Summary

Experience has shown that successful charter schools tend to have a number of common characteristics such as:

- A clear, focused, results-oriented mission statement that aligns to all parts of the proposal
- Demonstrated understanding of the charter school's projected students based on the local community or the school district in whose geographic boundaries the charter school applies to operate
- An educational program that is likely to be effective for the school's projected students based on the local community or the school district in whose geographic boundaries the charter school applies to operate
- Strong goals to assist the school in meeting its mission and educational programming
- Strong, experienced, and diverse leadership and governance that aligns the mission of the school with results oriented practice
- A Governing Body that provides strong, professional functions in financial oversight, Board functions, and supporting the leadership of the school
- Strong financial planning and management
- A school that demonstrates support and ownership of the school by the local community, not just the applicant team

Authorizers want thoughtful, well-developed applications from capable school developers who are committed to enhancing education in New Mexico. Please note that all successful applicants shall enter into a planning year, complete a planning year checklist, and negotiate a contract with their authorizer prior to receiving approval from the Authorizer to commence operations. The templates used in the negotiations are available on CSD's website.

Please Note: At the time of publishing this application, the CSD has not been awarded a United States Department of Education Charter Schools Grant (federal stimulus grant). There is no guarantee that there will be federal or state monies available for start-up charter schools in New Mexico in 2017 or going forward.

Instructions and Timeframe

(The following dates are for applicants who intend to submit an application to the PEC. All applications must be submitted between May 1 and June 1, 2017.)

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| Form and Point of Contact | All submissions should be prepared utilizing the <i>2017 New Charter School Application Kit</i> . The Executive Summary, the Application, and all appendices must be complete when submitted. Any questions regarding the Application and the review process must be directed to charter.schools@state.nm.us |
| Notice | Be sure that CSD has the most current e-mail address and phone number for you <i>at all times</i> . Due to the limited number of CSD staff and heavy work load, the CSD will NOT send any notices or other information by hard copy unless required to do so by law. |
| Deadline: Charter Application | Charter Applications may be submitted between May 1 st and June 1 st . However, the deadline for submission of all materials to the PED's CSD is June 1st by no later than the end of the day (11:59 p.m. Mountain Time) . |
| Deadline: Public School Facilities Authority (PSFA) Master Facilities Plan/ Ed. Spec. Checklist | Charter applications must include evidence that the founders have completed and submitted a Facilities Master Plan/Ed. Spec. Checklist. The completed form must be submitted to the PSFA by Friday, April 21, 2017 . Please contact PSFA for more information. Find the Facilities Master Plan/Ed. Spec. Checklist form on the PSFA website at: http://www.nmpsfa.org/pdf/MasterPlan/Applicant_Charter_School_EdSpec_FMP_Review_Checklist_3_8_2012.pdf . |
| Manner of Submission of the completed Charter Application | Only electronic copies will be accepted: All applicants <u>must</u> submit an <u>electronic version</u> of their new application on Sharepoint. Submission accounts will be created and training will provided during the new application training. If you have questions about submission via sharepoint contact charter.schools@state.nm.us. |
| Technical Assistance Workshops (Dates to be determined. Notices will be sent by email.) | At least five Technical Assistance Workshops will be provided by the CSD. Applicant teams that submit a timely NOI will be notified of the details, dates, times, and locations for all trainings via email. Please be diligent about checking your emails and the CSD website for information regarding the Technical Assistance Workshops. |
| Substantive Review Period (June 3 – July 1) | A review team of outside charter school experts will read and analyze the applications. Each team is overseen by CSD staff. |
| Capacity Interviews (July 5-11) | The Capacity Interview will be held in Albuquerque. The Capacity Interview is a critical component of the review process and the founders' key spokesperson must be available. In addition, if a particular person drafted a section in its entirety, that person should also be available to answer questions. This interview will be designed to demonstrate the founding group's capacity to implement the school as planned in the Application. |

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| Preliminary Analysis (July 14) | The review team's preliminary analysis is provided to the applicant and the PEC. |
| Public Hearing to Obtain Community Input (July 17-21)** | As provided by the New Mexico Charter Schools Act, the PEC will hold Community Input Hearings to allow the local community, including the local school district, the opportunity to provide comments on the application. In addition, the PEC will use this opportunity to obtain information from the applicants that may inform the commissioners, prior to taking an actual vote. Please note, the PEC expects that founders have a knowledge and understanding of all parts of their submitted application, including budget. |
| CSD Recommendation (August 14)** | The CSD will send its recommendations to the PEC and the applicant by close of business on August 14, 2017. The recommendation will be sent by email. This recommendation will be one of three recommendations: a) to approve, b) approve with conditions, or c) deny the Application. |
| PEC Decision-Making Meeting (August 31–September 1)** | The PEC will hold a public decision-making meeting to either a) approve, b) approve with conditions, or c) deny the Applications. At this meeting, the applicants will have an additional opportunity, prior to the decision, to address the PEC and to answer questions from the PEC members. |

**These dates are subject to change based on conflicts beyond the control of CSD and the PEC. The number of charter applications submitted to the PEC for consideration may influence these dates as well.

Glossary of Terms Relevant to the Application

Alignment of Curriculum: The curriculum of all public schools must be aligned with the New Mexico Common Core Standards, Content Standards, Benchmarks and Performance Standards. An alignment document - by subject and grade level - lists each of the performance standards, cross-referenced with the instructional materials, and a timeline for when they are addressed.

Assessment: A valid and reliable method(s), tool(s) or system(s) to evaluate and demonstrate progress toward - or mastery of - the academic and non-academic performance goals stated in the application.

Charter School Act: The Charter Schools Act, 22-8B-1 et. seq. NMSA 1978, allows the authorization of charter schools that are independent public schools. Charter Schools operate under charters granted for up to five years by the Public Education Commission (PEC) or local school districts, known as authorizers. Once an authorizer has awarded a charter, the new charter school organizes around the core mission, curriculum, theme, and/or teaching method described in its application. Charter schools are allowed autonomy including control of their own budget, hiring their own employees, and other functions that the charter school is required to perform in order to carry out the educational program described in its charter. A charter school, on an annual basis, must demonstrate academic improvement, fiscal responsibility, and sound organizational operations which comply with the law.

In 2011, the Legislature amended sections of the Charter School Act to add and modify accountability requirements for charter schools and authorizers. By using a Performance Contract and accompanying Performance Framework, charter schools have specific material terms they must meet. In addition, they are assessed by the indicators contained in the Performance Frameworks. The categories evaluated by the Performance Framework are Academic, Financial, and Organizational indicators. If the school is approved the authorizers negotiates terms of the Performance Contract with the charter schools prior to the time that the school commences operations.

Mission-Specific Indicators/Goals: The Amended Charter School Act **requires schools to identify at least two mission-specific indicators/goals in the application** that set targets for the implementation of the school mission. Mission-specific indicators/goals **MUST BE** provided within the application. If the application is approved, these indicators/goals will be used as the initial draft indicators during the negotiations with the Authorizer.

For the purposes of this application, the indicators/goals will show the capacity of the applicant to identify appropriate indicators/goals aligned with the mission of the proposed school. During the later contracting process after approval, these indicators/goals that are finally negotiated and put into the Performance Framework allow the school to demonstrate its achievements related to the school mission. The Performance Framework is assessed on an annual basis and may be revised yearly.

Mission-specific indicators/goals put into the application should:

- (1) demonstrate the school's ability to implement the school's mission;
- (2) be in format set forth below which is a SMART goal format (specific, measureable, attainable, rigorous, and time-bound—see below); and finally,

(3) include metrics and measures using the following criteria: “Exceeds standards,” “Meets standards,” “Does not meet standards,” and “Falls far below standards.”

***SAMPLE.** The following is a sample of a strong mission-specific indicator. You do NOT need to copy it. It is intended to give you a sample of what a complete SMART mission-specific indicator looks like.*

Sample Mission Specific Indicator: Track and improve graduation rates for two distinct cohorts.

Cohort 1: Students who begin their 9th grade year enrolled at the School and remain for the entirety of their high school career.

Cohort 2: Students who enrolled for less than their full high school career but are defined as part of a graduation cohort established by their enrollment into 9th grade.

2.a Did the school meet its mission-specific indicator(s)?

Exceeds Standard:

☐ The school surpasses the targets of this indicator if the following rates are met for each Cohort:

Cohort 1. 95% or more of Cohort 1 students graduate AND

Cohort 2. 95% or more of Cohort 2 students graduate OR if it is less than 95%, there is an increase of 5 percentage points from the average of the previous three years for Cohort 2 students.

Meets Standard:

☐ The school surpasses the targets of this indicator if the following rates are met for each Cohort:

Cohort 1. 90% or more of Cohort 1 students graduate AND

Cohort 2. 90% or more of Cohort 2 students graduate OR if it is less than 90%, there is an increase of 5 percentage points from the average of the previous three years for Cohort 2 students.

Does Not Meet Standard:

☐ The school does not surpass the targets of this indicator if the following rates are met for each Cohort:

Cohort 1. 80% or more of Cohort 1 students graduate AND

Cohort 2. 80% or more of Cohort 2 students graduate OR if it is less than 80%, there is an increase of 5 percentage points from the average of the previous three years for Cohort 2 students.

Falls Far Below Standard:

☐ The school falls far below the standard if it fails to meet any of the standards set forth above.

Instructional Hours: Hours in which regular students are in school-directed instructional programs, exclusive of lunch and breaks.

Mission: The mission of the school is a concise statement that describes the purpose of the school and how the school will achieve it. The mission should answer questions such as: 1) what outcomes for students does your school seek to accomplish; 2) how will it accomplish that; and 3) what is unique about your school? The best mission statements are clear, focused, compelling, and have a focus on

outputs rather than inputs. The statement should be the driving force and rationale behind all the other components of the application.

New Mexico Common Core Standards, Content Standards, Benchmarks, and Performance Standards:

The State of New Mexico has established the Content Standards with Benchmarks and Performance Standards to be used by all public schools, including charter schools, and state-supported educational institutions to develop, deliver, and assess curriculum. For English Language Arts and Math, New Mexico has adopted the Common Core Standards <http://newmexicocommoncore.org/>. For all other subjects, the NM Standards may be accessed at <http://www.ped.state.nm.us/nmStandards.html>.

NM Standards: Refers to New Mexico Content Standards, Benchmarks, and Performance Standards.

Partnership for Assessments for Readiness of College and Career (PARCC): New Mexico has adopted the PARCC assessments along with 19 other states. The Partnership for Assessment of Readiness for College and Careers (PARCC) is a consortium of 19 states working together to develop a common set of K–12 assessments in English and math anchored in what it takes to be ready for college and careers. These new K–12 assessments will build a pathway to college and career readiness by the end of high school, mark students' progress toward this goal from 3rd grade up, and provide teachers with timely information to inform instruction and provide student support.

Partnership: A partner organization is essential to the existence of the charter school and without which the school's mission cannot be accomplished. A "partnership" contemplates a formal relationship, rather than an informal or tangential agreement to provide ancillary support to particular school programs. A partner organization will be an entity that is committing funds or other resources to support the school's operation and long term existence. If the school's plan contemplates reliance on a partner, the applicant should provide evidence (draft contract, memorandum of understanding or other document that evidences the commitment) that the proposed partner is willing to commit to that relationship on the condition the charter school is approved. A partner is **not** a major curriculum provider or other vendor who may be key, but replaceable through a substitute entity.

Plan: A plan, for purposes of this application, is a detailed statement of how an outcome will be achieved. A plan must include clear expectations, criteria, actions steps, timelines, benchmarks, and responsible parties.

Policy: A policy, for purposes of this application, is a guiding statement that reflects the principles, rules, or guidelines to be adopted by the school's governing body once the charter contract is formally executed. Policy statements contain clear expectations, criteria, timelines, and responsible parties to be implemented on behalf of the governing body.

Procedure: A procedure, for purposes of this application, is a statement of the specific methods to be used or course of action that will be taken to implement a policy in the day-to-day operation of the school. A procedure identifies actions steps, timelines, benchmarks, and responsible parties.

Remediation for students not achieving standards: Remediation, for purposes of this application, refers to a process, procedure, plan, or a variety of instructional support opportunities to assist individual students who are not achieving proficiency in the NM standards or other student performance expectations.

Scope and Sequence: A scope and sequence should include the following components:

- Grade levels, grade spans, age spans or other sequence
- The knowledge, content standards/areas or organizing themes within the grades levels, grade spans, age spans or other sequence.
- The time/number of lessons/etc. spent to address specific knowledge, content standards/areas or organizing themes.
- Sufficient coverage of all grade level content standards/areas required by the state.

SMART Format: Indicators/goals must be written in SMART format according to the format set forth in **Mission-Specific Indicators/Goals** description above. The criteria for SMART format is as follows:

- **Specific.** A well-defined goal must be specific, clearly and concisely stated, and easily understood. Educational goals should be tied to learning standards that specify what students should know and be able to do, for each subject or content area and for each grade, age, or other grouping level.
- **Measurable.** A goal should be tied to measurable results to be achieved. Measurement is then simply an assessment of success or failure in achieving the goal.
- **Attainable.** A goal should be attainable and realistic.
- **Rigorous.** A goal should be a challenging based on current or expected performance.
- **Time-Specific with Target Dates.** A well-conceived goal should specify a timeframe or target date for achievement.

Special Populations: Special populations may include students who have been identified with special needs that require an Individualized Education Plan (IEP), a Section 504 Accommodations plan, English language learner (ELL) instruction, or those who require access to ancillary services including, but not limited to, health, speech/language services, social work services, physical therapy, occupational therapy, etc.

State and Federal Accountability System Academic Performance Indicator: The School Grading Accountability System is the first part of the academic framework which is used to evaluate all public schools, including charter schools, in the state of New Mexico. Annually, each school will receive a grade of A through F that reflects the school's performance on a School Grading Report. The School Grading Report includes criteria components such as Current Standing, School Growth for its top 75% of students, School Growth for its lowest 25% of students, Opportunity to Learn, Graduation, College and Career Readiness. (The latter two being appropriate for high school only.) *More information regarding the New Mexico A–F grading system may be accessed at <http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx>.*

Understanding the State's A–F Grading System is critical in the development of your school as it is a major component of your school's annual evaluation.



New Mexico Public Education Commission Charter Schools Division

2017 New Charter School Application Kit Part B. Executive Summary



Part B: Executive Summary

This section should be two to three pages long and address in a narrative form the following points:

- Your proposed school's name and a description of the charter school's projected students including key demographic data (academic performance, home languages, special populations) based on the local community or the school district in whose geographic boundaries the charter school applies to operate.
- Where the charter school's projected students are most likely being educated currently and why they are expected to choose the proposed charter school for their future educational needs.
- Evidence that there is a community need for a school of this nature in the local community or the school district in whose geographic boundaries the charter school applies to operate. Note: NMSA 1978 § 22-8B-6(L)(5) provides, "[a] chartering authority may approve, approve with conditions or deny an application. A chartering authority may deny an application if...the application is otherwise contrary to the best interests of the charter school's projected students, the local community or the school district in whose geographic boundaries the charter school applies to operate." Evidence of community need is required. Specific data and evidence is required in the application itself. Therefore, specific statistical information does not need to be provided here.
- The key innovative and unique programmatic features the school will implement to accomplish its mission (non-traditional school year, longer school day, partner organizations, etc.).
- How you project that the school will be more effective than the schools currently serving the charter school's projected students, or the founder(s)' plans to improve student achievement and exceed the academic performance of these existing public schools in the local community or the school district in whose geographic boundaries the charter school applies to operate. Provide a brief summary of any data you have to support this assumption.
- The founders of the proposed school, their background, and expertise.
- If different from the list provided above, the founding governing board.

To complete the following form, click on the text box and begin to type.

| |
|---|
| New Charter Application Executive Summary |
| 34T |

DRAFT



New Mexico Public Education Commission

2017 New Charter School Application Kit Part C. Application & Rubric



School Information:

Name of Proposed Charter School: 37T

School Address (if known): 37T

School Location (City/Town): 37T

School District within which the proposed school will be located: 37T

Grades to be served: 37T

Requested Enrollment Cap: 37T

Contact Information:

Primary Contact Person: 37T

Address: 37T

City: 37T State: 37T Zip: 37T

Daytime Tel: 37T Fax: 37T

Alternate Tel: 37T E-Mail: 37T

Secondary Contact Person: 37T

Address: 37T

City: 37T State: 37T Zip: 37T

Daytime Tel: 37T Fax: 37T

Alternate Tel: 37T E-Mail: 37T

Founder (if different from above): 37T

Address: 37T

City: 37T State: 37T Zip: 37T

Daytime Tel: 37T Fax: 37T

Alternate Tel: 37T E-Mail: 37T

Founder (if different from above): 37T

Address: 37T

City: 37T State: 37T Zip: 37T

Daytime Tel: 37T Fax: 37T

Alternate Tel: 37T E-Mail: 37T

| | |
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Directions: Please answer each and every prompt, if applicable (e.g., if you are an elementary school you will not answer questions about graduation), where indicated below. Use the rubrics following the prompts to guide your answers and responses.

Please note: The PEC has determined which questions are of greater importance than others. Therefore, certain scores are increased as indicated in the scoring rubrics as set forth below.

Scoring: Along with each prompt, the application identifies the elements that must be present for a response to be evaluated as “Meets the Criteria.” The rubrics below govern general scoring practices.

| | |
|---|---|
| <p>Meets the Criteria</p> <p>100% of total points</p> | <ul style="list-style-type: none"> • 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 |
| <p>Approaches the Criteria</p> <p>50% of total points</p> | <ul style="list-style-type: none"> • Does not clearly meet all criteria identified above to be rated “Meets 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 • May raise questions about legal compliance, but does not demonstrate non-compliance • May raise questions about reasonableness or viability of the proposal |
| <p>Falls Far Below the Criteria</p> <p>0 points</p> | <ul style="list-style-type: none"> • None or less than a majority of the required elements are present • Contradicts other sections, or substantially inconsistent with other sections • Insufficient detail to understand the proposal • Includes statements that violate or conflict with the requirements of law • Incoherent or cannot be understood • The proposal is patently unreasonable or unrealistic • Does not clearly meet criteria identified above to be rated “Approaches the Criteria” |

Minimum Scoring Expectations –

- No response may be evaluated as “Falls Far Below the Criteria”;
- No more than 3 responses may be evaluated as “Approaches the Criteria” in any one section of the application; and
- The applicant must receive no less than 90% of the available points.

I. Academic Framework

A. School size.

State the requested enrollment, grade levels to be served and student/teacher ratio.

| A.(1) Academic Year | Number of Students | Grade Levels | Student/Teacher Ratio |
|------------------------------|--------------------|--------------|-----------------------|
| Year 1 | 37T | 37T | 37T |
| Year 2 | 37T | 37T | 37T |
| Year 3 | 37T | 37T | 37T |
| Year 4 | 37T | 37T | 37T |
| Year 5 | 37T | 37T | 37T |
| At Capacity (Enrollment Cap) | 37T | 37T | 37T |

| Total Points Available | Expectations |
|----------------------------|--|
| 4 | <p>A complete response must:</p> <ul style="list-style-type: none"> 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 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 |
| CSD EVALUATION: 37T | |

B. Mission.

Note: The proposed school shall report each year on implementation of its mission as set forth in the mission-specific indicator(s) as set forth in the Performance Framework, Academic Framework (see glossary).

B. (1) State the mission or the driving force that guides this school proposal. The mission should answer questions such as: 1) what student outcomes does the proposed school seek to accomplish; 2) how will it accomplish that; and 3) what is innovative and unique about the proposed school? The best mission statements are clear, cohesive, comprehensive, reasonable, and innovative, and have a focus on outcomes rather than inputs.

APPLICANT RESPONSE:

| Total Points Available | Expectations |
|----------------------------|---|
| 4 | <p>A complete response must:</p> <ul style="list-style-type: none"> • Identify the student <u>outcomes</u> the proposed school seek to accomplish • Described how it will achieve the identified student outcomes (inputs/program) • Identify how the proposed outcomes and how they will be achieved is innovative and unique |
| CSD EVALUATION: 37T | |

C. Indicators/Goal(s) Related to the proposed school's Mission.

The Amended Charter School Act **requires schools to identify at least two mission-specific indicators/goals in the application** that set targets for the implementation of the proposed school mission. Mission-specific indicators/goals **MUST BE** provided within the application. If the application is approved, these indicators/goals will be used as the initial draft indicators during the negotiations with the Authorizer.

For the purposes of this application, the indicators/goals will show the capacity of the applicant to identify appropriate indicators/goals aligned with the mission of the proposed school. During the later contracting process after approval, these indicators/goals that are finally negotiated and put into the Performance Framework allow an approved school to demonstrate its achievements related to an approved mission. The Performance Framework is assessed on an annual basis and may be revised yearly.

Mission-specific indicators/goals put into the application should:

- (1) demonstrate the proposed school's ability to implement the proposed school's mission;
- (2) be in format set forth below which is a SMART goal format (specific, measurable, attainable, rigorous, and time-bound—see below); and finally,
- (3) include metrics and measures using the following criteria: "Exceeds standards," "Meets standards," "Does not meet standards," and "Falls far below standards."

For instance, if a school's mission focuses on language acquisition, then a school may choose a mission-specific indicator/goal that measures student progress and performance in this special area. These indicators/goals are monitored on an annual basis.

Again, please note that **these indicators/goals are subject to change through the negotiation process as an approved school works with their Authorizer in the contract negotiation process during the planning year.**

Please note: The criteria for SMART Format is as follows:

- **Specific.** A well-defined goal must be specific, clearly and concisely stated, and easily understood. Educational goals should be tied to learning standards or outcomes that specify what students should know and be able to do, for each subject or content area and for each grade, age, or other grouping level.
- **Measurable.** A goal should be tied to measurable results to be achieved. Measurement is then simply an assessment of success or failure in achieving the goal.
- **Attainable.** A goal should be attainable and realistic. The applicant should identify why the goal is attainable.
- **Rigorous.** A goal should present the challenge of rigor. The applicant should identify why the goal is rigorous.
- **Time-Bound with Target Dates.** A well-conceived goal should specify a timeframe or target date for achievement.

C.(1) Mission-Specific Indicators/goals

Identify and provide at least two mission-specific indicators/goals in the following section. Include the following key elements:

- First, ensure that the annual indicators/goals provided show the implementation of the proposed school's mission.
- Second, for each indicator provided, use SMART format (specific, measureable, attainable, rigorous, and time-bound—see glossary). Your indicators should include all of these key SMART elements, be clear, comprehensive, and cohesive.
- Third, include measures and metrics in your mission-specific indicators/goals. Specifically, determine what percentage constitutes “exceeds standards,” what constitutes “meets standards,” what falls under “does not meet standards” and what it means to “fall far below standards.” NOTE: **Please see examples in the glossary or in Part A of this application.**

| | | |
|----------------------------|---|--|
| APPLICANT RESPONSE: | Goal/Indicator 1 related to School's Mission: | |
| | Goal/Indicator 2 related to School's Mission: | |
| | Other Mission-Specific Goals/indicators, if appropriate | |

| Total Points Available | Expectations |
|----------------------------|---|
| 12 | <p>A complete response must:</p> <ul style="list-style-type: none"> • Include two mission specific indicators/goals • Align to the student outcomes identified in the mission response (B.1.) • Include all elements of the SMART Format: <ul style="list-style-type: none"> ○ Specific ○ Measurable ○ Attainable ○ Rigorous ○ Time bound • Include the following rating categories – Exceeds Standards, Meets Standards, Does Not Meet Standards, and Falls Far Below Standards • Include measures and metrics, including percentages, for each rating category • Explain why the established goals are rigorous and how the applicant knows they are rigorous |
| CSD EVALUATION: 37T | |

D. Curriculum, Educational Program, Student Performance Standards.

D. (1) Provide a description the proposed school's curriculum. The proposed curriculum must be research-based, reasonable, and clearly align with the New Mexico Common Core State Standards, and the proposed school's mission.

Provide and describe a detailed, clear, comprehensive, and reasonable timeline and plan for the development of the entire proposed curriculum, including identification of responsible staff, action steps, and deadlines that will ensure alignment with CCSS, NM Content Standards, and the proposed school's mission. If approved, the PEC requires one semester's curriculum to be fully completed by the charter school during the planning year before commencement of operations is approved.

APPLICANT RESPONSE:

| Total Points Available | Expectations |
|--|---|
| 4 | <p>A complete response must:</p> <ul style="list-style-type: none"> • Describe the proposed school's curriculum • Identify information that demonstrates the curriculum is research-based • Describe a curriculum that is reasonable based on the professional judgment of experienced educators • Identify information that demonstrates how the curriculum will align with the New Mexico Common Core State Standards and New Mexico Content Standards • Identify information that demonstrates how the curriculum will align with the proposed school's mission • Include a reasonable 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, <ul style="list-style-type: none"> ○ The timeline must identify: <ul style="list-style-type: none"> ▪ responsible staff, ▪ action steps, and ▪ deadlines ○ The timeline must include specific action steps that will ensure alignment with CCSS, NM Content Standards and the proposed school's mission ○ The timeline must demonstrate that the scope and sequence and unit plans for one semester's curriculum will be fully completed before June 1st of the planning year, the deadline for having the commencement of operations approved |
| CSD EVALUATION: Click here to enter text. | |

E. Graduation Requirements.

E. (1) Identify the proposed school's proposed requirements for graduation, if applicable, and explain any changes or additional requirements that vary from state minimum requirements. Provide high school graduation requirements that clearly articulate and meet state requirements. If you provide additional requirements that vary from state minimum requirement they are clearly explained. For further information please see the following link: <http://ped.state.nm.us/GradReqs/Graduation%20and%20Course%20Offering%20Requirements.pdf>.

If you are seeking any change from mandated minimum graduation requirements, identify the change and explain why you are seeking it. Clearly explain how the change supports the mission and ensures student readiness for college or other post-secondary opportunities.

APPLICANT RESPONSE:

| Total Points Available | Expectations |
|--|--|
| 4 | <p>A complete response must:</p> <ul style="list-style-type: none"> • Identify all of the proposed school's graduation requirements • Align to state graduation requirements OR Explicitly identify all requirements that vary from state minimum requirements • If there are variances from state minimum requirements- <ul style="list-style-type: none"> ○ Explain why the proposed school believes the change is important ○ Explain how the change supports the mission ○ Explain how the change ensures student readiness for college or other post-secondary opportunities |
| CSD EVALUATION: Click here to enter text. | |

F. Instruction.

F. (1) Provide a **clear, comprehensive, and cohesive** overview of the educational philosophy and instructional methods to be implemented that **clearly** support and align with the proposed school's mission, and curriculum.

APPLICANT RESPONSE:

| Total Points Available | Expectations |
|--|---|
| 4 | <p>A complete response must:</p> <ul style="list-style-type: none">• Describe the educational philosophy of the proposed school• Identify primary instructional methods to be implemented that align to the educational philosophy• Describe how the educational philosophy and instructional methods support and align to the mission and curriculum |
| CSD EVALUATION: Click here to enter text. | |

F.(2) Provide a yearly calendar and daily schedule (length of school day, instructional blocks and breaks) that **completely comply** with **all** state requirements and ensure **effective, successful** implementation of the academic program/curriculum. Describe in detail how this schedule supports the proposed school's educational program and how the calendar is optimal for achieving high outcomes for your anticipated student population.

APPLICANT RESPONSE:

| Total Points Available | Expectations |
|--|---|
| 4 | <p>A complete response must:</p> <ul style="list-style-type: none"> • Include a yearly Calendar that identifies: <ul style="list-style-type: none"> ○ 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: <ul style="list-style-type: none"> ○ 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 |
| CSD EVALUATION: Click here to enter text. | |

F. (3) Provide a **clear, comprehensive and cohesive** explanation of how the educational philosophy, instructional methods, and yearly calendar and daily schedule will be effective with the anticipated student population.

APPLICANT RESPONSE:

| Total Points Available | Expectations |
|--|---|
| 4 | <p>A complete response must:</p> <ul style="list-style-type: none">• Identify the anticipated student population, including:<ul style="list-style-type: none">○ Educational proficiency upon enrollment at the school○ Attendance and truancy trends○ Other special educational needs• Explain how the educational philosophy will be effective with the anticipated student population (has been designed to meet students' needs)• Explain how the instructional methods will be effective with the anticipated student population (has been designed to meet students' needs)• Explain how the yearly calendar and daily schedule will be effective with the anticipated student population (has been designed to meet students' needs) |
| CSD EVALUATION: Click here to enter text. | |

G. Special Populations.

This includes those with Individualized Education Programs (IEPs) and English language learners (ELLs).

G. (1) Special Education.

G. (1) (a) Provide a **clear, cohesive, and comprehensive** description of how the proposed school will provide required instructional services/supports to students with IEPs. Ensure you address both students with disabilities and students classified as gifted.

APPLICANT RESPONSE:

| Total Points Available | Expectations |
|--|--|
| 4 | <p>A complete response must:</p> <ul style="list-style-type: none"> • Describe how the proposed school will identify and provide instructional supports and services to students with disabilities that have IEPs or are eligible for an IEP. • Describe how the proposed school will identify and provide instructional supports and services to gifted students that have IEPs or are eligible for an IEP. • Include a description of the general philosophy regarding special education. • Identify specific responsibilities for school staff, classroom teachers and special education staff. • Identify specific training and support that will be provided to teachers and school staff to ensure they are able to fulfill their responsibilities. |
| CSD EVALUATION: Click here to enter text. | |

G. (1) (b) Provide a **clear, cohesive, and comprehensive** description of how the proposed school will regularly evaluate and monitor the progress and success of special education students to ensure attainment of IEP goals.

APPLICANT RESPONSE:

| Total Points Available | Expectations |
|--|--|
| 4 | <p>A complete response must:</p> <ul style="list-style-type: none"> • 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. • Identify the regular intervals at which progress will be monitored and success will be evaluated. • Identify specific actions/reporting that will engage students and or families. • Describe how the school will evaluate the effectiveness of its special education program and services. |
| CSD EVALUATION: Click here to enter text. | |

G. (2) English Language Learner (ELLs):

G.(2)(a) Provide a **clear, comprehensive, and cohesive** description of how the proposed school will provide required curriculum, and instructional services/supports to students identified as ELLs.

APPLICANT RESPONSE:

| Total Points Available | Expectations |
|--|---|
| 4 | <p>A complete response must:</p> <ul style="list-style-type: none"> • 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. • Include a description of the proposed school's general philosophy regarding English language development for ELs. • Identify specific responsibilities for school staff and classroom teachers. • Identify specific training and support that will be provided to teachers and school staff to ensure they are able to fulfill their responsibilities. |
| CSD EVALUATION: Click here to enter text. | |

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

APPLICANT RESPONSE:

| Total Points Available | Expectations |
|--|---|
| 4 | <p>A complete response must:</p> <ul style="list-style-type: none"> • 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. • Describe how the school will monitor exited EL students (reclassified fluent English proficient students – RFEPs) for two years for academic progress. |
| CSD EVALUATION: Click here to enter text. | |

H. Assessment and Accountability.

A charter school application should include a clear plan for evaluating student performance across the curriculum. This plan should align with state performance standards as well as with the proposed school's student performance indicators/goals, and should be presented along with a clear timeline for achieving these standards/indicators/goals. A clear explanation of the types of assessments and frequency of administration should be included reflecting thoughtfulness given to tracking student progress. A plan for the use of data gathered through assessments should include procedures for taking corrective action (both individually and collectively) if pupil performance falls below expected standards.

A quality assessment plan will include summative (end-of-year) assessments as well as formative (more frequent assessments) to track student skill and knowledge development and to inform instruction. The plan will include how this data will be used to guide professional development of teachers, as well as how this data will be used to guide refinement of the curriculum and instruction.

When developing the assessment plan you should consider: 1) the appropriateness of assessments to the curriculum; 2) what will serve as baseline for student progress comparisons; 3) the inclusion of school, state, and other assessments to demonstrate appropriate student growth (i.e., PARCC, SBA, Discovery, DRA, DIBELS, NWEA MAP, AP, IB, SAT, ACT); 4) the ability of the assessment plan to provide for the early detection of students struggling with curriculum content; and 5) the ability of assessments to reflect the use of basic skills at grade-appropriate levels (i.e., reading, writing, problem-solving, etc.).

Note: Be aware that all New Mexico public schools including charter schools are subject to a variety of testing requirements including the PARCC Assessments (for English Language Arts—ELA and Math), which are aligned with Common Core State Standards, and the Standards Based Assessment Program (SBA) (for Science), which is aligned with state and federal content standards. For more information on NM Assessment requirements, please see:

<http://www.ped.state.nm.us/AssessmentAccountability/AssessmentEvaluation/2015/Test%20Graph%202016.pdf>

H.(1) Provide a **clear, comprehensive, and cohesive assessment plan** that identifies what measures will be used to indicate that students are making academic progress, the grade levels at which the assessments will be used, frequency of assessing, and how the assessments will be used to inform instruction. Please provide **clear** evidence that the applicant has considered the common core standards, the state-mandated PARCC and SBA, all federally and state required assessments, and the proposed school's projected student population.

APPLICANT RESPONSE:

| Total Points Available | Expectations |
|--|--|
| 8 | <p>A complete response must:</p> <ul style="list-style-type: none"> • 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"> ◦ 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, evaluating and utilized to inform instruction • Describe how the data identified will be used to inform instruction • Align with all state assessment and data reporting requirements • Describe how the assessment plan meets the specific needs of the proposed school's projected student population • Describe how the assessment plan aligns to the proposed school's mission |
| CSD EVALUATION: Click here to enter text. | |

H.(2) Provides a **clear, comprehensive and cohesive** description of the how assessment data will be analyzed and what corrective actions will be taken if the proposed school falls short of achieving student academic achievement or growth expectations or goals at the individual (remediation/at-risk student) **and** school-wide levels. Provide a complete explanation of what would trigger such corrective actions, who would be responsible for implementing them, and how the proposed school will assess effectiveness.

APPLICANT RESPONSE:

| Total Points Available | Expectations |
|--|---|
| 4 | <p>A complete response must:</p> <ul style="list-style-type: none"> 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"> 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: <ul style="list-style-type: none"> meeting student academic achievement or growth expectations <u>at the school-wide level</u> meeting student academic achievement goals <u>at the individual student level</u> (remediation/at-risk student) 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's processes meet the requirements of NMSA 1978 § 22-2C-6(A) and(B) and 22-2E-4(E) |
| CSD EVALUATION: Click here to enter text. | |

H.(3) Provide a **clear, comprehensive, and cohesive** plan that explains how student assessment and progress will be appropriately communicated to students, parents, the proposed school's Governing Body, the proposed school's Authorizer, and the broader community. Please consider your selected community, their accessibility and communication options when answering this question.

APPLICANT RESPONSE:

| Total Points Available | Expectations |
|--|---|
| 4 | <p>A complete response must:</p> <ul style="list-style-type: none"> • Identify how student achievement and progress will be communicated to: <ul style="list-style-type: none"> ○ Students ○ Parents ○ The governing body ○ The authorizer ○ The broader community • Identify the communication plan for each of specific sources of student achievement data identified in H.(1) and any other relevant sources of student achievement data • Describe how the communication plan takes into consideration the school's targeted population and the specific community in which the school plans to locate • For elementary level students, ensure to address how the school will meet the requirements of NMSA 1978 § 22-2C-6 (E)-(I) |
| CSD EVALUATION: Click here to enter text. | |

II. Organizational Framework

A. Governing Body Creation/Capacity.

A.(1) Summarize and incorporate **all** key components of your governance structure, **specifically** outlining the roles and responsibilities of the Governing Body members (number of members, length of terms, offices to be created, committees, grounds for removal from office, and relationship with the proposed school's administration). Provide comprehensive "bylaws", attach bylaws as **Appendix A**.

APPLICANT RESPONSE:

| Total Points Available | Expectations |
|--|---|
| 8 | <p>A complete response must:</p> <ul style="list-style-type: none"> • Include governing body bylaws in Appendix A • Summarize <u>key</u> governance components in the application response: <ul style="list-style-type: none"> ○ 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 selection, discipline and removal processes • Describe the governing body's planned approach for selecting, interacting with, and overseeing the school's director |
| CSD EVALUATION: Click here to enter text. | |

A. (2) Enumerate the qualifications desired for governing body members that will ensure the proposed school's governance is competent to operate a public school. Provide a **list** of all proposed, initial Governing Body members along with their experience, skills, and qualifications. Ensure that the **membership reflects** the diverse experiences and skills necessary to oversee all aspects of the proposed school. In your list of proposed initial governing body members, describe the expertise represented in order to demonstrate their capacity to initiate the opening of the charter school (i.e., ensure student success, develop, implement, oversee the management of public funds, and oversee the proposed school's compliance with legal obligations).

APPLICANT RESPONSE:

| Total Points Available | Expectations |
|--|---|
| 4 | <p>A complete response must:</p> <ul style="list-style-type: none"> • Identify all qualifications and skill sets the governing body will require and ensure are represented within its regular membership • 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 • Specifically address how the governing body will have the skills to: <ul style="list-style-type: none"> ○ Ensure student success and academic achievement ○ Oversee the stewardship and management of public funds and responsible governing accounting ○ Ensure compliance with legal obligations related to government organizations and public schools ○ Select and oversee a qualified and highly effective school leader ○ Support the applicant team in moving from an application to a fully operational school • 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. |
| CSD EVALUATION: Click here to enter text. | |

A.(3) Provide a **clear and appropriate process or plan** for selecting new Governing Body members that is focused on selecting **quality leaders** who have the identified skills necessary to govern the proposed school. Describe how governing body members will be recruited, evaluated, and selected as vacancies arise.

APPLICANT RESPONSE:

| Total Points Available | Expectations |
|--|--|
| 8 | <p>A complete response must:</p> <ul style="list-style-type: none"> • Identify a regular and on-going governing body recruitment process, including identification of action steps, timelines, and responsible parties • Identify a formalized governing body potential member evaluation and selection process, including identification of action steps, timelines, and responsible parties • Describe how the processes will ensure that all governing body vacancies are filled within 45 days • Describe how the processes will ensure the regular governing body membership will have all of the required qualifications and skill sets identified in question A.(2) • Describe how the processes will ensure that a governing body members are vetted appropriately to ensure they are able to meet the obligations and fulfill the responsibilities of governing body service |
| CSD EVALUATION: Click here to enter text. | |

B. Governing Body Training and Evaluation.

B.(1) Provide an ongoing **clear, comprehensive, and cohesive plan** for annual Governing Body training that complies with state requirements, meets your governing body training needs, includes training on the Open Meetings Act, and is **completely supported** by the budget you propose.

APPLICANT RESPONSE:

| Total Points Available | Expectations |
|--|---|
| 4 | <p>A complete response must:</p> <ul style="list-style-type: none"> • Identify a process for governing body member onboarding to ensure new members are properly trained and able to meet the meet the obligations and fulfill the responsibilities of governing body service, include action steps, timelines, and responsible parties • Identify a plan for annual governing body training, including action 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 • Ensure the onboarding process and training plan address training on the open meetings act and responsibilities |
| CSD EVALUATION: Click here to enter text. | |

B. (2) Provide a **clear, comprehensive, and cohesive plan** for an annual self-evaluation of the Governing Body that reflects that body's effectiveness and focuses on continuous improvement.

APPLICANT RESPONSE:

| Total Points Available | Expectations |
|--|---|
| 4 | <p>A complete response must:</p> <ul style="list-style-type: none"> • Identify a plan for annual governing body self-evaluation, include action steps, timelines, responsible parties, and identified criteria or standards • Describe how the identified plan will reflect on the governing body's effectiveness in meeting its obligations and fulfilling its responsibilities • Describe how the identified plan will focus on and support continuous improvement |
| CSD EVALUATION: Click here to enter text. | |

C. Leadership and Management.

C.(1) Provide a **clear, comprehensive, and cohesive plan** for how the governing body will monitor organizational, financial, and academic outcomes on an ongoing basis to ensure that the proposed school is successfully meeting its mission and providing a quality education.

APPLICANT RESPONSE:

| Total Points Available | Expectations |
|--|--|
| 12 | <p>A complete response must:</p> <ul style="list-style-type: none"> • 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 • 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 |
| CSD EVALUATION: Click here to enter text. | |

C. (2) Identify and provide a **clear, comprehensive, and cohesive** plan for hiring a head administrator. Include a clear, comprehensive, and cohesive description of the leadership characteristics and qualifications for the head administrator needed to run the proposed school. In your description, take **into account the mission of the proposed school**. Include **evidence of a clear plan** (i.e., job search process, timelines etc.) to hire and evaluate a highly- qualified administrator no later than July 1.

If the proposed head administrator is a founder or already identified, provide a **clear, comprehensive, and cohesive** description of his/her leadership characteristics and qualifications for running the proposed school and delivering its unique mission.

APPLICANT RESPONSE:

| Total Points Available | Expectations |
|--|---|
| 8 | <p>A complete response must:</p> <ul style="list-style-type: none"> • 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 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 school • Explain how the identified leadership characteristics and qualifications take into account the mission of the proposed school • Describe how the identified process will ensure the school is able to identify and hire a highly- qualified, licensed administrator no later than July 1, 2018 • 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 required licensure. |
| CSD EVALUATION: Click here to enter text. | |

C. (3) Describe how the governing body will convey and delineate the roles and responsibilities of the proposed school's head administrator. Provide a proposed job description for the head administrator including responsibilities that are significant and unique to charter school leaders and the proposed school's mission, goals, and educational philosophy. Attach the job description as **Appendix B**.

APPLICANT RESPONSE:

| Total Points Available | Expectations |
|--|---|
| 4 | <p>A complete response must:</p> <ul style="list-style-type: none"> • Identify the process the governing body will use for annually conveying and delineating the roles and responsibilities of the head administrator • Include specific actions the governing body will take to ensure the head administrator understands the obligations of the charter contract and the requirements of all elements of the plan contained in this application • Attach a job description in Appendix B that: <ul style="list-style-type: none"> ○ 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 |
| CSD EVALUATION: Click here to enter text. | |

C. (4) Identify and provide a **clear, comprehensive, and cohesive** plan for annually evaluating the head administrator. In your description, take into account the mission and goals of the proposed school.

APPLICANT RESPONSE:

| Total Points Available | Expectations |
|--|---|
| 4 | <p>A complete response must:</p> <ul style="list-style-type: none">• Identify the plan for annually evaluating the head administrator, including action steps, timelines, responsible parties, and standards or criteria• Describe how the plan specifically takes into account the mission and goals of the proposed school• Ensure the plan meets the requirements identified in NMAC 6.69.7.8 and 6.69.7.9 |
| CSD EVALUATION: Click here to enter text. | |

D. Organizational Structure of the proposed school.

D.(1) Provide a **clear, comprehensive, cohesive, and reasonable** organizational chart and narrative that **aligns structures with the mission of the proposed school** and demonstrates a **clear** understanding of appropriate relationships between governance, administration, teaching, support staff, and external agencies that are essential to the proposed school.

APPLICANT RESPONSE:

| Total Points Available | Expectations |
|--|---|
| 8 | <p>A complete response must:</p> <ul style="list-style-type: none"> • Include an 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 • Reflect an understanding of the appropriate relationship between each of the relevant entities |
| CSD EVALUATION: Click here to enter text. | |

D. (2) Provide **clear, comprehensive, and cohesive** job descriptions for all certified and licensed staff and any other key staff (if your charter requires non-traditional roles or positions, identify and describe here). In the job descriptions, clearly outline necessary qualifications and **appropriate** reporting lines that are consistent with the organizational chart. In your descriptions, take into account the mission of the proposed school. Attach staff job descriptions as **Appendix C**.

APPLICANT RESPONSE:

| Total Points Available | Expectations |
|--|---|
| 4 | <p>A complete response must:</p> <ul style="list-style-type: none"> • In the application response identify: <ul style="list-style-type: none"> ○ all certified and licensed staff identified in the application, ○ all non-certified or unlicensed staff identified in the application that could be considered essential to operation and success of the proposed school, and ○ any non-traditional roles or positions • In the application response describe why the identified roles are key to the operation and success of the proposed school • Attach staff job descriptions as Appendix C for all of the positions identified in the application response that: <ul style="list-style-type: none"> ○ List all major responsibilities of the positions ○ Include responsibilities that specifically relate to the school's mission, goals, and educational philosophy ○ Identify all hiring requirements including qualifications and licensure or certification ○ Identify reporting lines ("reports to") that aligns to the organizational chart |
| CSD EVALUATION: Click here to enter text. | |

D.(3) Provide a **clear, comprehensive, and cohesive** staffing plan that demonstrates an understanding of the proposed school's staffing needs and is **reasonable and adequate** to support effective and timely implementation of the academic program/ curriculum, and is aligned with the budget, and projected enrollment. Include evidence of a clear plan (i.e., job search process, timelines etc.) to hire and evaluate highly- qualified staff no later than two weeks prior to the start of the proposed school year.

APPLICANT RESPONSE:

| Total Points Available | Expectations |
|--|--|
| 8 | <p>A complete response must:</p> <ul style="list-style-type: none"> • 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 or on an annual basis fill all vacancies within a reasonable time • 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 • Describe how the school will make adjustments to the staffing plan in the case that there are differences in projected and actual enrollment |
| CSD EVALUATION: Click here to enter text. | |

D.(4) Provide a **clear, comprehensive, and compelling** plan for Professional Development that meets state requirements, supports the implementation of the proposed school's educational plan, mission, and performance goals. Ensure that the plan is supported by the budget.

APPLICANT RESPONSE:

| Total Points Available | Expectations |
|--|--|
| 4 | <p>A complete response must:</p> <ul style="list-style-type: none"> • Identify an annual professional development plan with action steps, timelines, responsible parties, and associated costs <ul style="list-style-type: none"> ○ Describe how the plan meets state requirements found in NMAC 6.65.2.8, 6.65.2.9, 6.19.8.10 ○ 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 NMAC 6.60.10.8 • Describe how the annual professional development plan and the mentorship plan for novice teachers: <ul style="list-style-type: none"> ○ are supported by the budget ○ support the implementation of the proposed school's educational plan, mission, and performance goals ○ not only address required annual trainings, but are also tailored to address school and teacher specific professional development needs |
| CSD EVALUATION: Click here to enter text. | |

E. Employees.

E. (1) **Clearly describe** the employer/employee relationship and provide **clear terms** and conditions of employment for all classes of employees (administration, professional staff, and administrative staff). Include benefits, work schedules, annual number of contract days, pay terms. Please offer a **complete and appropriate explanation of** how you will address employees' recognized representatives.

APPLICANT RESPONSE:

| Total Points Available | Expectations |
|--|---|
| 4 | <p>A complete response must:</p> <ul style="list-style-type: none"> • Identify all primary classes of employees the school will employ (e.g., administrative, professional, term, contract) • Identify the primary conditions of employment for each class of employees, including: <ul style="list-style-type: none"> ○ Benefits and pay terms ○ Daily work schedules and annual work calendars ○ Major conditions of employment ○ Employee conflict and grievance resolution processes ○ Employee discipline, recontracting, and contract termination processes • Explain how the school, through the governing body and head administrator, will address employee unions and other school specific employee representatives |
| CSD EVALUATION: Click here to enter text. | |

F. Community/Parent/Employee Involvement in Governance.

F. (1) Provide a **clear, comprehensive, and cohesive** plan that describes school structures that will provide meaningful parental, professional educator, and community involvement in the governance and operation of the proposed school. The plan includes structures to facilitate **parental involvement that will help to advance** the proposed school's mission.

Please note that charter schools *may not require* community or parental support or involvement as grounds for accepting or not accepting a student.

APPLICANT RESPONSE:

| Total Points Available | Expectations |
|--|---|
| 4 | <p>A complete response must:</p> <ul style="list-style-type: none"> Identify school operation and governance structures that will provide: <ul style="list-style-type: none"> 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 Include assurances that the school understands it may not require family or parental support or involvement as grounds for accepting, not accepting, enrolling, disenrolling, or otherwise differentiating treatment of a student If the school plans to have a suggested amount of parent service or contribution, explain the process of opting out for parents who are unwilling or unable to meet the proposed school's suggested service or support commitment |
| CSD EVALUATION: Click here to enter text. | |

F. (2) Provide a **clear, comprehensive, and cohesive** plan to receive and process concerns and complaints from the community and parents. The plan is transparent, fair, accessible to the community, and ensures a timely and meaningful response from school administration and the GB.

APPLICANT RESPONSE:

| Total Points Available | Expectations |
|--|---|
| 4 | <p>A complete response must:</p> <ul style="list-style-type: none"> • Identify a grievance process to receive and process concerns and complaints from the community, parents and students that includes action steps, timelines, and responsible parties • Include a final step in the process that provides grievants 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 |
| CSD EVALUATION: Click here to enter text. | |

G. Student Recruitment and Enrollment.

G.(1) Provide a **clear, comprehensive, and cohesive** outreach and recruitment plan that ensures equal access to the proposed school and is likely to be effective in attracting a representative student body from the targeted community. The recruitment /enrollment timelines presented are **reasonable**.

APPLICANT RESPONSE:

| Total Points Available | Expectations |
|--|---|
| 4 | <p>A complete response must:</p> <ul style="list-style-type: none"> • Identify a prospective student outreach and recruitment plan including action steps, timelines, responsible parties and associated costs • Describe: <ul style="list-style-type: none"> ○ how the plan is tailored to ensure equal access to the school and ○ why the plan is likely to attract a student body that is demographically reflective of the local community and school district • 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 • Explain why the recruitment and enrollment timelines are reasonable |
| CSD EVALUATION: Click here to enter text. | |

G. (2) Provide a **complete, comprehensive, and cohesive** plan to implement a lottery process. Ensure all proposed procedures and policies comply with state statutes, and **support equal access** to the proposed school (include how a wait list will be maintained). Please provide tentative timeframes or dates.

APPLICANT RESPONSE:

| Total Points Available | Expectations |
|--|---|
| 4 | <p>A complete response must:</p> <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> ○ Pre-lottery entry ○ Lottery ○ Post-lottery registration ○ Waitlist maintenance and entry • Describe how the lottery process supports equal access to the school |
| CSD EVALUATION: Click here to enter text. | |

H. Legal Compliance.

H. (1) Provide a **current, clear, comprehensive, and cohesive** Conflict of Interest Policy that demonstrates an understanding of, **and capacity** to, meet the requirements of the law (NMSA 1978 § 22-8B-5.2(2011)). Provide a sample disclosure statement of any real or potential conflict of interest.

APPLICANT RESPONSE:

| Total Points Available | Expectations |
|--|---|
| 4 | <p>A complete response must:</p> <ul style="list-style-type: none"> • Provide a governing body conflict of interest policy that includes action steps, timelines and responsible parties • Describe how the policy meets the requirements of NMSA 1978 § 22-8B-5.2(2011) • Include all forms governing body will or may be required to submit pursuant to the policy |
| CSD EVALUATION: Click here to enter text. | |

I. Evidence of Partnership/Contractor relationship. (If Applicable.)

I.(1) If there is /are third party relation-ship(s) (partner organization or a contractor etc.) that is essential to the existence of your charter school, governance, key instructional staff, or management functions, identify them (entity, person, contact information etc.). Provide a **clear, comprehensive, and cohesive** description of all of those third-party relationships that are considered integral to accomplishing the mission of the proposed school. In your description, please demonstrate that you have a **complete understanding** of the legal implication of the relationship to the proposed school.

APPLICANT RESPONSE:

| Total Points Available | Expectations |
|--|--|
| 4 | <p>A complete response must:</p> <ul style="list-style-type: none"> • Identify any third party relationships with specific, identified organizations that are essential to the existence or operation of the charter school or are required by a partner organization or any part of the application • Describe, in detail, the relationships and why they are essential or required • If any such relationships exist identify: <ul style="list-style-type: none"> ○ 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 |
| CSD EVALUATION: Click here to enter text. | |

I.(2) If applicable, provide and attach as **Appendix D**, a proposed, **signed, clear, formal** agreement between the applicant and each third party relationship **OR** memorandum of understanding (MOU) between the applicant and each prospective third-party, delineating the appropriate responsibilities, activities, and costs of both sides.

APPLICANT RESPONSE:

| Total Points Available | Expectations |
|--|---|
| 4 | <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"> • In the application response, identify all MOUs or formal agreements that are attached in Appendix D • Include proposed formal agreements or MOUs that are signed in Appendix D • Identify the responsibilities, activities, and costs of both sides |
| CSD EVALUATION: Click here to enter text. | |

J. Waivers.

J. (1) Identify all non-discretionary waivers that will be utilized and discretionary waivers that will be requested. For discretionary waivers specifically identify statutes or state rules for which a waiver is requested. For all describe how the waiver will support the proposed school's plan; the description should **clearly demonstrate** how requested waivers **align with the proposed school's mission, and the educational program and curriculum**. For further information please see the following link: http://ped.state.nm.us/admin.personnel/waiver_requests.html.

| NMSA 1978 § 22-8B-5(C) Waiver | Utilized | Description of how waiver will support school's plan. |
|--|--|---|
| Individual class load | <input type="checkbox"/> | 37T |
| Teaching load | <input type="checkbox"/> | 37T |
| Length of school day | <input type="checkbox"/> | 37T |
| Staffing pattern | <input type="checkbox"/> | 37T |
| Subject areas | <input type="checkbox"/> | 37T |
| Purchase of instructional materials | <input type="checkbox"/> | 37T |
| Evaluation standards for school personnel | <input type="checkbox"/> | 37T |
| School principal duties | <input type="checkbox"/> | 37T |
| Drivers education | <input type="checkbox"/> | 37T |
| Statute for which Waiver Requested under NMSA 1978 § 22-2-2.1 | Description of how waiver will support school's plan. | |
| 37T | 37T | |
| 37T | 37T | |

| Total Points Available | Expectations |
|--|---|
| 3 | <p>A complete response must:</p> <ul style="list-style-type: none"> Identify all non-discretionary waivers that will be utilized Describe how the non-discretionary waiver will support the school's plan: <ul style="list-style-type: none"> include a specific description of how the waiver will be used and how the school's practice will vary from the standard legal requirement include a specific explanation of how the waiver aligns to the school's mission, educational program, and curriculum Identify all discretionary waivers that will be requested and the specific statutes or state rules for which the waivers will be requested Describe how the discretionary waivers will support the school's plan: <ul style="list-style-type: none"> Include a specific description of how the waiver will be used and how the school's practice will vary from the standard legal requirement include a specific explanation of how the waiver aligns to the school's mission, educational program, and curriculum identify how the school will meet the requirements for being granted a discretionary waiver |
| CSD EVALUATION: Click here to enter text. | |

K. Transportation and Food.

K. (1) *If Applicable*, state how the proposed school plans to offer transportation to its students. Provides a **clear description** of how student transportation needs will be met that is supported by the proposed budget.

For further information please see the following link: <http://ped.state.nm.us/div/fin/trans/index.html>.

APPLICANT RESPONSE:

| Total Points Available | Expectations |
|--|---|
| 4 | <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.</p> <p>These are awarded as “preference points” if the school plans to provide to and from school transportation to all students.</p> <p>All schools must be prepared to meet IEP transportation requirements.</p> <p>A complete response must:</p> <ul style="list-style-type: none"> • Identify a plan for establishing transportation services at the school including specific action steps, timelines responsible parties, and associated costs that address: <ul style="list-style-type: none"> ○ Identifying equipment purchase or contracting needs ○ Identifying hiring and or contracting needs ○ Hiring or contracting ○ Establishing training and inspection processes needs ○ Establishing travel routes and pickup/drop off points ○ Establishing transportation policies and practices ○ Identifying student transportation needs • Identify how the school will fund the transportation plan costs • 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 |
| CSD EVALUATION: Click here to enter text. | |

K.(2) *If Applicable* Provide a plan to offer food services to students (i.e., contracting with approved/appropriate food services vendors, providing Free and Reduced Lunch). Provide a **clear description** of how food services will be provided that is supported by the proposed budget.

APPLICANT RESPONSE:

| Total Points Available | Expectations |
|--|--|
| 4 | <p>A response is only required if the school plans to offer food services at the school. These are awarded as “preference points” if the school plans to participate in free and reduced lunch programs.</p> <p>A complete response must:</p> <ul style="list-style-type: none"> • Identify a plan for establishing food services at the school including specific action steps, timelines responsible parties, and associated costs that address: <ul style="list-style-type: none"> ○ Identifying equipment purchase or contracting needs ○ Identifying hiring and or contracting needs ○ Hiring or contracting ○ Establishing training and inspection processes needs ○ Identifying and completing relevant program application and reporting requirements • Identify all federal and state food service programs the school plans to participate in • Identify how the school will fund the food service plan costs prior to receiving any applicable reimbursements • 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 |
| CSD EVALUATION: Click here to enter text. | |

L. Facilities/ School Environment.

Applicants must complete the required Facilities Master Plan Ed. Spec. Checklist form, referenced below as III M. (1), and submit it to the Public Schools Facilities Authority **no later than Friday, April 22nd, 2016**. The Facilities Master Plan/Ed. Spec. Checklist form can be accessed on the PSFA website at: http://www.nmpsfa.org/pdf/MasterPlan/Applicant_Charter_School_EdSpec_FMP_Review_Checklist_3_8_2012.pdf.

L.(1) **Complete, submit, and attach as Appendix E**, the Public Schools Facilities Authority (PSFA) approval of the proposed school's Facilities Master Plan Ed / Spec Checklist.

APPLICANT RESPONSE:

| Total Points Available | Expectations |
|--|--|
| 4 | <p>A complete response must:</p> <ul style="list-style-type: none"> • Demonstrate the applicant submitted a Facilities Master Plan to PSFA no later than April 21, 2017 • Demonstrate the PSFA has approved the applicant's Facilities Master Plan |
| CSD EVALUATION: Click here to enter text. | |

L. (2) Provide evidence that you have researched potential facilities/properties and **identified at least one appropriate, viable facility/ property in the targeted geographic location**. Include evidence of a **clear plan** to prepare the facility/property in time for the proposed school's opening, including a reasonable estimate and description of capital outlay needs and how the project will be funded.

APPLICANT RESPONSE:

| Total Points Available | Expectations |
|--|---|
| 4 | <p>A complete response must:</p> <ul style="list-style-type: none"> • Demonstrate the applicant has: <ul style="list-style-type: none"> ○ Conducted outreach and research to understand if there are public facilities that are available, appropriate, and viable ○ Researched multiple facilities or properties in the targeted geographic location to identify all facilities or properties 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 is appropriate, viable, and located in the targeted geographic location • 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 |
| CSD EVALUATION: Click here to enter text. | |

III. Financial Framework

A. Budgets.

Please note that the PEC will ask the applicants to respond to questions on the budget during the Community Input Hearing. The applicants may have the personnel with the technical expertise with them at the table (and *should* have these people with them if these people were primarily responsible for drafting a section). However, the applicants themselves should demonstrate knowledge and understanding in all areas of the budget.

A.(1) Provide, and attach as **Appendix F**, a completed 910B5 State Equalization Guarantee (SEG) Computation Revenue Estimate Worksheet using appropriate values and computations for each year of the 5-year budget plan (use current unit value and for Special Education, please budget the state average of 15%). Ensure that your worksheet **clearly demonstrates your understanding of, and your capacity to implement** New Mexico public school funding.

APPLICANT RESPONSE:

| Total Points Available | Expectations |
|--|---|
| 8 | <p>A complete response must:</p> <ul style="list-style-type: none"> • Include a complete 910B5 Worksheet in Appendix F • Use appropriate values and computations in each year • Use current unit value • Budget 15% for Special Education |
| CSD EVALUATION: Click here to enter text. | |

A.(2) Provide, and attach as **Appendix G**, a proposed five-year budget plan based on the 910B5 SEG Revenue Worksheet, that clearly supports the proposed school's mission and aligns with the proposed school's five- year growth plan, including staffing, facilities, educational program, and services. Ensure that your draft budget clearly demonstrates the financial capacity and long-term sustainability of the proposed school (consider your growth plan, including staffing, facilities, educational program, mission etc.).

APPLICANT RESPONSE:

| Total Points Available | Expectations |
|--|---|
| 12 | <p>A complete response must:</p> <ul style="list-style-type: none"> • 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 • Align with the proposed school's five- year growth plan • Budget 15% for Special Education • Supports long-term sustainability of the proposed school |
| CSD EVALUATION: Click here to enter text. | |

A.(3) Provide a clear, comprehensive, cohesive, and reasonable budget narrative that explains basic assumptions, how those were determined based on reliable sources, and identifies all priorities that are consistent with the proposed school's mission, educational program, staffing, and facility. The budget narrative demonstrates the proposed school's thorough understanding of the budget and of budgeting.

APPLICANT RESPONSE:

| Total Points Available | Expectations |
|--|---|
| 4 | <p>A complete response must:</p> <ul style="list-style-type: none"> • 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 • Include priorities consistent with the proposed school's facility |
| CSD EVALUATION: Click here to enter text. | |

A. (4) Provide a **clear and meaningful** description of what budget adjustments will be made to meet financial budget and cash-flow challenges. Ensure that your explanations provide **clear evidence** that the adjustments are viable and realistic. The suggested budget control strategies demonstrate **capacity** to manage the budget successfully.

Provide a narrative description of how the proposed school will modify the budget when there are students with special education needs currently attending the proposed school, but under the funding formula the proposed school will only receive additional funding during the next school year.

Provide a narrative description of how the proposed school will address the budget in the event that the proposed school has budgeted for more students, based on early enrollment, than actually enroll in the proposed school at the beginning of the proposed school year.

APPLICANT RESPONSE:

| Total Points Available | Expectations |
|--|--|
| 4 | <p>A complete response must:</p> <ul style="list-style-type: none"> • Describe budget control strategies as well as budget adjustments that will be made to meet financial budget and cash-flow challenges • Include explanations that are viable and realistic • Address how special education students will receive services before special education funding is provided based on accurate 40 day counts • Address how gaps between budgeted students and actual enrollment will be addressed |
| CSD EVALUATION: Click here to enter text. | |

B. Financial Policies, Oversight, Compliance, and Sustainability

B.(1) Provide a description of the internal control procedures the proposed school will utilize to safeguard assets, segregate its payroll and other check disbursement duties, provide reliable financial information, promote operational efficiency and ensure compliance with all applicable federal and state statutes, regulations, and rules relative to the proposed school's procedures.

APPLICANT RESPONSE:

| Total Points Available | Expectations |
|--|---|
| 4 | <p>A complete response must:</p> <ul style="list-style-type: none"> • Describe internal control procedures the proposed school will utilize to: <ul style="list-style-type: none"> ○ safeguard assets, ○ segregate its payroll ○ segregate check disbursement duties, ○ provide reliable financial information, ○ promote operational efficiency and ○ ensure compliance with all applicable federal and state statutes, regulations, and rules |
| CSD EVALUATION: Click here to enter text. | |

B. (2) Identify the appropriate staff to perform financial tasks, and ensure that the staff positions are **completely supported** in the organizational structure/chart and in the budget. Clearly provide the qualifications and responsibilities for those positions. Include evidence of a clear plan (i.e., job search process, timelines etc.) to hire and evaluate highly- qualified staff no later than two weeks prior to the start of the proposed school year.

APPLICANT RESPONSE:

| Total Points Available | Expectations |
|--|---|
| 4 | <p>A complete response must:</p> <ul style="list-style-type: none"> • 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 • Include a plan that will result in the recruitment, identification, and 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 |
| CSD EVALUATION: Click here to enter text. | |

B.(3) Provide a **clear, comprehensive, and cohesive plan** for how the Governing Body will provide proper legal and fiscal oversight, include the responsibilities of the state-required audit and finance committees, and explain how these committees will operate in the proposed school's overall governance and management.

APPLICANT RESPONSE:

| Total Points Available | Expectations |
|--|---|
| 4 | <p>A complete response must:</p> <ul style="list-style-type: none"> • Describe how the Governing Body audit and finance committees will be formed and how they will: <ul style="list-style-type: none"> ○ Function generally ○ Ensure proper legal oversight ○ Ensure proper financial oversight • Describe how the proposed school's audit and finance committees will interact with the school's management • Describe how the audit and finance committees will interact with the full Governing Body |
| CSD EVALUATION: Click here to enter text. | |

IV. Evidence of Support

A. Outreach Activities.

A.(1) Provide **clear, comprehensive, and cohesive** evidence that you have developed an effective and thoughtful outreach program. Provide **sound** evidence that you have addressed a broad audience to develop community support for the proposed school. Provide clear descriptions of outreach activities demonstrating that the applicant is attempting to reach a broad audience and understand the community needs.

APPLICANT RESPONSE:

| Total Points Available | Expectations |
|--|---|
| 4 | <p>A complete response must:</p> <ul style="list-style-type: none"> 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 whole community Describe how this outreach has enabled the applicant team to understand community needs |
| CSD EVALUATION: Click here to enter text. | |

B. Community Support.

B. (1) Provide **sufficient measurable**, quantifiable and **qualitative** data-based evidence of abundant, broad-based support for the proposed school among residents in the targeted community (For instance, provide the total number of students interested in the charter by grade level. **DO NOT provide names or specific letters of interest from families or students.** If appropriate to support earlier 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 or type of current school (home, private, public), or other pertinent data.)

APPLICANT RESPONSE:

| Total Points Available | Expectations |
|--|--|
| 8 | <p>A complete response must:</p> <ul style="list-style-type: none"> • 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 • Ensure the demonstrated support includes support within the community of the specific targeted geographic location • 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 |
| CSD EVALUATION: Click here to enter text. | |

C. Community Relationships

C. (1) Clearly demonstrate that you have developed **meaningful and strategic** networking relationships or resource agreements with local community agencies, groups, or individuals. (This differs from the formal partnership agreements that are integral to the proposed school's operations, as described in Section II. I (1) of this application.)

APPLICANT RESPONSE:

| Total Points Available | Expectations |
|--|---|
| 4 | <p>A complete response must:</p> <ul style="list-style-type: none"> • 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. • 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 |
| CSD EVALUATION: Click here to enter text. | |

D. Uniqueness and Innovation.

D.(1) Provide **clear evidence** demonstrating the **uniqueness, innovation** and significant contribution of your educational program to public education through meaningful comparisons and contrasts with the educational programs of other public schools that serve the same grade levels in the geographic area in which you plan to locate. Ensure that the evidence establishes a compelling demand for the proposed school's educational program.

APPLICANT RESPONSE:

| Total Points Available | Expectations |
|--|--|
| 8 | <p>A complete response must:</p> <ul style="list-style-type: none"> Describe the uniqueness, innovation and significant contribution of your educational program to the broader or the local NM public education environment Include meaningful comparisons and contrasts with the educational programs of other public schools that serve the same grade levels in the geographic area in which you plan to locate Describe 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 |
| CSD EVALUATION: Click here to enter text. | |

Appendices and Attachments

| Appendix Number | Appendix Description | Attached (Check if Yes) | |
|-----------------|---|----------------------------|--|
| A | Governing Body Bylaws | <input type="checkbox"/> | |
| B | Head Administrator Job Description | <input type="checkbox"/> | |
| C | Job Descriptions for Certified, Licensed, and Other Key Staff | <input type="checkbox"/> | |
| D | Proposed Agreements Governing Third Party Relationships and Memoranda of Understandings (MOUs) (*Required if applicable*) | <input type="checkbox"/> | |
| E | PSFA-Approved Projected Facility Plan Documentation | <input type="checkbox"/> | |
| F | Five Years of 910B5 State Equalization Guarantee (SEG) Computation Revenue Estimate Worksheets | <input type="checkbox"/> | |
| G | 5-year budget plan | <input type="checkbox"/> | |



New Mexico Public Education Commission

2017 New Charter School Application Kit Part D. Capacity Interview Questions



Scoring – All responses will be scored using the following rubric:

| | |
|---|--|
| <p>Meets the Criteria</p> <p>4 points</p> | <ul style="list-style-type: none"> • The applicant's response completely addresses the question posed • The applicant's response aligns with and enhances the related information presented in the written application • The applicant understands the information in the written application and the work that will be necessary to successfully implement the proposal • The applicant demonstrates the ability to appropriately respond to contingencies and challenges that will be faced when implementing the proposal • The applicant demonstrates a strong capacity to successfully operate a high-quality, effective school by implementing the proposal in the written application |
| <p>Approaches the Criteria</p> <p>2 points</p> | <ul style="list-style-type: none"> • The applicant's response does not meet all of the criteria required to be evaluated "Meets the Criteria" • The applicant's response addresses the question posed, but may not do so fully • The applicant's response mostly aligns with the related information presented in the written application • The applicant partially understands the work that will be necessary to successfully implement the proposal in the written application • The applicant demonstrates limited capacity to appropriately respond to contingencies and challenges that will be faced when implementing the proposal • The applicant demonstrates some capacity to operate a functional school by implementing the proposal in the written application |
| <p>Falls Far Below the Criteria</p> <p>0 points</p> | <ul style="list-style-type: none"> • The applicant's response does not meet all of the criteria required to be evaluated "Approaches the Criteria" • The applicant's response does not address the question posed • The applicant's response does not align with the related information presented in the written application • The applicant does not understand the work that will be necessary to successfully implement the proposal in the written application • The applicant demonstrates no capacity to respond to contingencies and challenges that will be faced when implementing the proposal • The applicant does not demonstrate the capacity to operate a functional school by implementing the proposal in the written application |

| | | | | Questions and Follow-up Questions | |
|---|-------------------------------|-------------------------------|------------|--|--|
| | | | | <i>Each question and any related probing follow-up questions are scored together for a total of up to 4 points each.</i> | |
| Educational Plan: Mission | | | | 1. How is the mission, as described in the application, essential to the success of the proposed school? | |
| Score | | | | Review Team Comments: | |
| 4 <input type="checkbox"/> | 2 <input type="checkbox"/> | 0 <input type="checkbox"/> | 34T | | |
| Educational Plan: Innovation | | | | 2. 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? | |
| Score | | | | Review Team Comments: | |
| 4 <input type="checkbox"/> | 2 <input type="checkbox"/> | 0 <input type="checkbox"/> | 34T | | |
| Educational Plan: Mission Implementation | | | | 3. How will you evaluate whether your mission and implementation of it are working? | |
| Score | | | | Review Team Comments: | |
| 4 <input type="checkbox"/> | 2 <input type="checkbox"/> | 0 <input type="checkbox"/> | 34T | | |
| Leadership & Governance | | | | 4. 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? | |
| Score | | | | Review Team Comments: | |
| 4 <input type="checkbox"/> | 2 <input type="checkbox"/> | 0 <input type="checkbox"/> | 34T | | |
| Leadership & Governance | | | | 5. 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? | |
| Score | | | | Review Team Comments: | |
| 4 <input type="checkbox"/> | 2 <input type="checkbox"/> | 0 <input type="checkbox"/> | 34T | | |
| Leadership & Governance | | | | 6. 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? | |

| | | | |
|--------------------------------------|--------------------------------------|--------------------------------------|---|
| Score | | | Review Team Comments: 34T |
| 4 <input type="checkbox"/> | 2 <input type="checkbox"/> | 0 <input type="checkbox"/> | |
| Leadership & Governance | | | 7. 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 year and the first year of operations. Describe how those relationships evolve to ensure the success of the charter school. |
| Score | | | Review Team Comments: 34T |
| 4 <input type="checkbox"/> | 2 <input type="checkbox"/> | 0 <input type="checkbox"/> | |
| Leadership & Governance | | | 8. 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 establishing and implementing them and how these will contribute to the success of the proposed school. |
| Score | | | Review Team Comments: 34T |
| 4 <input type="checkbox"/> | 2 <input type="checkbox"/> | 0 <input type="checkbox"/> | |
| Leadership & Governance | | | 9. 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? |
| Score | | | Review Team Comments: 34T |
| 4 <input type="checkbox"/> | 2 <input type="checkbox"/> | 0 <input type="checkbox"/> | |
| Facility | | | 10. 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? |
| Score | | | Review Team Comments: 34T |
| 4 <input type="checkbox"/> | 2 <input type="checkbox"/> | 0 <input type="checkbox"/> | |
| Facility | | | 11. 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? |
| Score | | | Review Team Comments: |

| | | | |
|---|-------------------------------|-------------------------------|--|
| 4 <input type="checkbox"/> | 2 <input type="checkbox"/> | 0 <input type="checkbox"/> | 34T |
| Finance | | | 12. 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 year requirements (setting up a bank account, acquiring furniture, having software systems in place to interface with PED's OBMS system, etc.)? |
| Score | | | Review Team Comments: |
| 4 <input type="checkbox"/> | 2 <input type="checkbox"/> | 0 <input type="checkbox"/> | 34T |
| Finance | | | 13. 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? |
| Score | | | Review Team Comments: |
| 4 <input type="checkbox"/> | 2 <input type="checkbox"/> | 0 <input type="checkbox"/> | 34T |
| Finance | | | 14. 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. |
| Score | | | Review Team Comments: |
| 4 <input type="checkbox"/> | 2 <input type="checkbox"/> | 0 <input type="checkbox"/> | 34T |
| Planning Year | | | 15. Describe the organizational steps the proposed school will take during the planning year to be ready for opening? |
| Score | | | Review Team Comments: |
| 4 <input type="checkbox"/> | 2 <input type="checkbox"/> | 0 <input type="checkbox"/> | 34T |
| Review Team's Individualized Questions | | | 16. First Individualized Question |
| Score | | | Review Team Comments: |
| 4 <input type="checkbox"/> | 2 <input type="checkbox"/> | 0 <input type="checkbox"/> | 34T |

| | | | |
|---|-------------------------------|-------------------------------|-------------------------------------|
| Review Team's Individualized Questions | | | 17. Second Individualized Question |
| Score | | | Review Team Comments: |
| 4 <input type="checkbox"/> | 2 <input type="checkbox"/> | 0 <input type="checkbox"/> | 34T |
| Review Team's Individualized Questions | | | 18. Third Individualized Question |
| Score | | | Review Team Comments: |
| 4 <input type="checkbox"/> | 2 <input type="checkbox"/> | 0 <input type="checkbox"/> | 34T |
| Review Team's Individualized Questions | | | 19. Fourth Individualized Question |
| Score | | | Review Team Comments: |
| 4 <input type="checkbox"/> | 2 <input type="checkbox"/> | 0 <input type="checkbox"/> | 34T |
| Review Team's Individualized Questions | | | 20. Fifth Individualized Question |
| Score | | | Review Team Comments: |
| 4 <input type="checkbox"/> | 2 <input type="checkbox"/> | 0 <input type="checkbox"/> | 34T |
| Review Team's Individualized Questions | | | 21. Sixth Individualized Question |
| Score | | | Review Team Comments: |
| 4 <input type="checkbox"/> | 2 <input type="checkbox"/> | 0 <input type="checkbox"/> | 34T |
| Review Team's Individualized Questions | | | 22. Seventh Individualized Question |
| Score | | | Review Team Comments: |

| | | | |
|---|-------------------------------|--------------------------------------|------------------------------------|
| 4 <input type="checkbox"/> | 2 <input type="checkbox"/> | 0 <input type="checkbox"/> | 34T |
| Review Team's Individualized Questions | | | 23. Eighth Individualized Question |
| Score | | | Review Team Comments: |
| 4 <input type="checkbox"/> | 2 <input type="checkbox"/> | 0 <input type="checkbox"/> | 34T |
| Review Team's Individualized Questions | | | 24. Ninth Individualized Question |
| Score | | | Review Team Comments: |
| 4 <input type="checkbox"/> | 2 <input type="checkbox"/> | 0 <input type="checkbox"/> | 34T |
| Review Team's Individualized Questions | | | 25. Tenth Individualized Question |
| Score | | | Review Team Comments: |
| 4 <input type="checkbox"/> | 2 <input type="checkbox"/> | 0 <input type="checkbox"/> | 34T |
| Total Score | Total Points Possible | Review Team Overall Comments: | |
| | | 34T | |

**2015-2016 STATE EQUALIZATION GUARANTEE COMPUTATION
REVENUE ESTIMATE WORKSHEET
BASED ON
2014-2015 STARS FINAL 80/120 DAY AVERAGE**

Charter Name

Charter Number

| | 3Y DD | 4Y DD | C & C-GIFTED | D & D-GIFTED | *BASIC | GRADE TOTAL |
|--|-------|-------|-----------------|-----------------|---------------------|----------------|
| Kindergarten Program | | | | | | |
| PRE-K | | | | | | 0.00 |
| FDK | | | | | | 0.00 |
| Basic Program | | | | | | |
| Grade 1 | | | | | | 0.00 |
| Grade 2 | | | | | | 0.00 |
| Grade 3 | | | | | | 0.00 |
| Grade 4 | | | | | | 0.00 |
| Grade 5 | | | | | | 0.00 |
| Grade 6 | | | | | | 0.00 |
| Grade 7 | | | | | | 0.00 |
| Grade 8 | | | | | | 0.00 |
| Grade 9 | | | | | | 0.00 |
| Grade 10 | | | | | | 0.00 |
| Grade 11 | | | | | | 0.00 |
| Grade 12 | | | | | | 0.00 |
| Totals | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | |
| *INCLUDE STUDENTS RECEIVING A/B SERVICES | | | | | | |
| | | | | | PRE-K FTE | 0.00 |
| | | | | | TOTAL GRADES 1-12 | 0.00 |
| | | | | | SUBTOTAL MEM | 0.00 |
| | | | | | TOTAL MEM | 0.00 |

Is this a Charter School?

Is this for the 40th Day?

| | ECE FTE | COST INDEX | PROGRAM UNITS | | |
|---|------------|---------------|------------------|-------------------------------|-------|
| Kindergarten | | | | | |
| PRE-K and FDK | 0.00 | 1.44 | 0.000 | Kindergarten Units | 0.000 |
| Basic Program (Grade Total) | | | | | |
| Grade 01 | 0.00 | 1.20 | 0.000 | | |
| Grade 02 | 0.00 | 1.18 | 0.000 | | |
| Grade 03 | 0.00 | 1.18 | 0.000 | | |
| Grade 04 | 0.00 | 1.045 | 0.000 | | |
| Grade 05 | 0.00 | 1.045 | 0.000 | | |
| Grade 06 | 0.00 | 1.045 | 0.000 | | |
| Grade 07 * | 0.00 | 1.25 | 0.000 | | |
| Grade 08 * | 0.00 | 1.25 | 0.000 | | |
| Grade 09 * | 0.00 | 1.25 | 0.000 | | |
| Grade 10 * | 0.00 | 1.25 | 0.000 | | |
| Grade 11 * | 0.00 | 1.25 | 0.000 | | |
| Grade 12 * | 0.00 | 1.25 | 0.000 | | |
| * Includes Vocational Weighting | | | | | |
| | | | | Basic Program Units | 0.000 |
| Special Education | | | | | |
| | MEM | Factor | | | |
| C & C-Gifted | 0.00 | 1.00 | 0.000 | | |
| D & D-Gifted | 0.00 | 2.00 | 0.000 | | |
| 3 & 4 Yr. DD | | 2.00 | 0.000 | | |
| A/B MEM (Reg/Gft & Inc 3Y&4Y-12th) | | 0.70 | 0.000 | Special Ed. Units | 0.000 |
| Adjusted Ancillary FTE | | 25.00 | | Ancillary FTE Units | 0.000 |
| | | | | Total Special Education Units | 0.000 |
| Elementary Fine Arts Program | | | | | |
| | MEM | Factor | | | |
| | | 0.0500 | | Fine Arts Program Units | 0.000 |
| Bilingual Program | | | | | |
| | HOURS | MEM | FTE | Factor | |
| 1 | | | 0.00 | | |
| 2 | | | 0.00 | | |
| 3 | | | 0.00 | | |
| Total Bilingual | 0.00 | | 0.00 | | |
| (May not total more than the no. of students in grades K-12.) | | | | | |
| | | 0.500 | | Bilingual Units | 0.000 |
| Elementary P.E. Program | | | | | |
| | MEM | Factor | | | |
| | | 0.060 | | Elementary P.E. Units | 0.000 |

2015-2016 STATE EQUALIZATION GUARANTEE COMPUTATION
REVENUE ESTIMATE WORKSHEET
BASED ON
2014-2015 STARS FINAL 80/120 DAY AVERAGE

| | | | | |
|---|---------------|--------------|--|-----------|
| | | | TOTAL MEMBERSHIP PROGRAM UNITS | 0.000 |
| | | | T & E Index (Oct 2014) | |
| | | | ADJUSTED PROGRAM UNITS | 0.000 |
| National Board Certified Teachers | | | National Board Certified Teachers Units: | 0.000 |
| | FTE: | Factor | | |
| | 0.00 | 1.500 | | |
| Size Adjustment Units | | | Charter Schools not eligible for District Size | |
| | UNITS | | School Size Adjustment Units | 0.000 |
| Elementary/Mid/Jr. High | 0.000 | | Charter Schools not eligible for District Size | |
| Senior High | 0.000 | | District Size <4,000 Adjustment Units | 0.000 |
| District Size(<4,000) | 0.000 | | Charter Schools not eligible for District Size | 0.000 |
| | | | District Size <200 Adjustment Units | 200.000 |
| District Size(<200) | 200.000 | | | (200.000) |
| | | | Rural Isolation Units | 0.000 |
| | | | New District Adjustment Units | 0.000 |
| At-Risk Units | | | At Risk Units | 0.000 |
| | At-risk index | MEM | Growth Units | #DIV/0! |
| 2015-2016: | | 0.00 | Charter Schools Student Activities Units | 0.000 |
| | | | (Charters not eligible for CS Student Activities) | 0.000 |
| Charter Schools Student Activities | | | Home School Student Activities Units | 0.000 |
| | MEM | Factor | (Charters not eligible for Home School Student Activities) | 0.000 |
| (Districts Only) | | 0.100 | | |
| Home School Student Activities | | | Home School Student Program Units | 0.000 |
| | MEM | Factor | (Charters not eligible for Home School Student Activities) | |
| (Districts Only) | | 0.100 | (Charters not eligible for Home School Student Activities) | |
| Home School Student Program Units | | | TOTAL PROGRAM UNITS | #DIV/0! |
| | # of Students | # of Classes | Save Harmless Units | #DIV/0! |
| (Districts Only) | | | | |

GROWTH & SAVE HARMLESS CALCULATION DATA

2014-15 Actual 40th Day MEM:
(Enter the District Mem EXCLUDING Charter Mem)

2015-16 Projected MEM:
(Enter the District Mem EXCLUDING Charter Mem)

2015-2016 Actual 40th MEM
(Enter the District Mem EXCLUDING Charter Mem)

Save-Harmless Data

2015-2016 40th Day TOTAL PROGRAM UNITS
(Not Grand Total Program Units)

Growth Data

2015-16 Operating Budget Calculation
Op-Bud takes 14-15 40 Day compared to 15-16 Mem Proj. FTE
40th Day Calculation
Takes Prior Year 40th-Day and compares to Current Year 40th-Day

| | | |
|--|--------|---------|
| GRAND TOTAL UNITS | | #DIV/0! |
| × Unit Value | | |
| PROGRAM COST | | #DIV/0! |
| Non-categorical Revenue Credits: | | |
| Tax Levy (41110, 41113, 41114) | | |
| Federal Impact Aid (44103) | | |
| Federal Forest Reserve (44204) | | |
| Total Non-Cat Rev Credits | \$0.00 | |
| Less: 75% of Non-Categorical Revenue Credits | | \$0.00 |
| Other Credits/Adjustments: | | |
| Energy Efficiency | | |
| Energy Efficiency Renewable Bonds | | |
| Other Misc Credits | | |
| Total Other Credits | \$0.00 | |
| Less: Other Credits/Adjustments | | \$0.00 |
| | | #DIV/0! |

STATE EQUALIZATION GUARANTEE #DIV/0!

2015-2016 STATE EQUALIZATION GUARANTEE COMPUTATION
REVENUE ESTIMATE WORKSHEET
BASED ON
2014-2015 STARS FINAL 80/120 DAY AVERAGE

SIZE ADJUSTMENT UNITS:

PED 910B-5

1. ELEMENTARY/MIDDLE SCHOOL/JUNIOR HIGH

List each school with a projected MEM (Basic 1-9 and Operational Fund Early Childhood FTE EXCLUDING SPECIAL ED.) of less than 200.
 $((200 - \text{MEM})/200) \times (1.0 \times \text{MEM}) = \text{UNITS}$

| SCHOOL NAME | CODE | GRADES | MEM | UNITS |
|--|------|--------|-----|-------|
| | | | | 0.000 |
| | | | | 0.000 |
| | | | | 0.000 |
| | | | | 0.000 |
| | | | | 0.000 |
| | | | | 0.000 |
| TOTAL ELEMENTARY/MIDDLE SCHOOL/JUNIOR HIGH UNITS | | | | 0.000 |

2. SENIOR HIGH SCHOOL

List each school with a projected MEM (Basic 7-12 EXCLUDING SP. ED.) of less than 400 (program units will be computed using the formula which yields the most units):

$((200 - \text{MEM})/200) \times (2.0 \times \text{MEM}) = \text{UNITS}$ or $((400 - \text{MEM})/400) \times (1.6 \times \text{MEM}) = \text{UNITS}$

| SCHOOL NAME | CODE | GRADES | MEM | UNITS |
|--------------------------------|------|--------|-----|-------|
| | | | | 0.000 |
| | | | | 0.000 |
| | | | | 0.000 |
| | | | | 0.000 |
| | | | | 0.000 |
| | | | | 0.000 |
| TOTAL SENIOR HIGH SCHOOL UNITS | | | | 0.000 |

3. RURAL ISOLATION

Based on district MEM (Basic 1-12, Special Education C and D, Non-Profit and Operational Fund Childhood FTE), a district is eligible for units if it has a MEM greater than 10,000 with a ratio of MEM to senior high schools less than 4,000:1.
 $(4,000 - (\text{MEM} / \text{Eligible Senior High Schools})) \times 0.5 = \text{UNITS}$

Enter the number of approved senior high schools (exclude alternative schools): N.A.
Enter the number of approved senior high schools not eligible for senior high size units: 0.000

4. NEW DISTRICT ADJUSTMENT

If district is eligible, enter YES in the appropriate box.

| | | |
|--|----------------------|-------|
| a. NEWLY CREATED SCHOOL DISTRICT | YES? | UNITS |
| (MEM for current year) \times .147 = UNITS | <input type="text"/> | 0.000 |
| b. DISTRICT WHOSE MEMBERSHIP DECREASES AS A RESULT OF A NEWLY CREATED DISTRICT | | |
| (MEM for prior year - MEM for current year) \times .17 = UNITS | <input type="text"/> | 0.000 |

**2015-2016 STATE EQUALIZATION GUARANTEE COMPUTATION
REVENUE ESTIMATE WORKSHEET
BASED ON
2014-2015 STARS FINAL 80/120 DAY AVERAGE**

Charter Name

Charter Number

| | 3Y DD | 4Y DD | C & C-GIFTED | D & D-GIFTED | *BASIC | GRADE TOTAL |
|--|-------|-------|-----------------|-----------------|---------------------|----------------|
| Kindergarten Program | | | | | | |
| PRE-K | | | | | | 0.00 |
| FDK | | | | | | 0.00 |
| Basic Program | | | | | | |
| Grade 1 | | | | | | 0.00 |
| Grade 2 | | | | | | 0.00 |
| Grade 3 | | | | | | 0.00 |
| Grade 4 | | | | | | 0.00 |
| Grade 5 | | | | | | 0.00 |
| Grade 6 | | | | | | 0.00 |
| Grade 7 | | | | | | 0.00 |
| Grade 8 | | | | | | 0.00 |
| Grade 9 | | | | | | 0.00 |
| Grade 10 | | | | | | 0.00 |
| Grade 11 | | | | | | 0.00 |
| Grade 12 | | | | | | 0.00 |
| Totals | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | |
| *INCLUDE STUDENTS RECEIVING A/B SERVICES | | | | | | |
| | | | | | PRE-K FTE | 0.00 |
| | | | | | TOTAL GRADES 1-12 | 0.00 |
| | | | | | SUBTOTAL MEM | 0.00 |
| | | | | | TOTAL MEM | 0.00 |

Is this a Charter School?

Is this for the 40th Day?

| | ECE FTE | COST INDEX | PROGRAM UNITS | | |
|---|------------|---------------|------------------|-------------------------------|-------|
| Kindergarten | | | | | |
| PRE-K and FDK | 0.00 | 1.44 | 0.000 | Kindergarten Units | 0.000 |
| Basic Program (Grade Total) | | | | | |
| Grade 01 | 0.00 | 1.20 | 0.000 | | |
| Grade 02 | 0.00 | 1.18 | 0.000 | | |
| Grade 03 | 0.00 | 1.18 | 0.000 | | |
| Grade 04 | 0.00 | 1.045 | 0.000 | | |
| Grade 05 | 0.00 | 1.045 | 0.000 | | |
| Grade 06 | 0.00 | 1.045 | 0.000 | | |
| Grade 07 * | 0.00 | 1.25 | 0.000 | | |
| Grade 08 * | 0.00 | 1.25 | 0.000 | | |
| Grade 09 * | 0.00 | 1.25 | 0.000 | | |
| Grade 10 * | 0.00 | 1.25 | 0.000 | | |
| Grade 11 * | 0.00 | 1.25 | 0.000 | | |
| Grade 12 * | 0.00 | 1.25 | 0.000 | | |
| * Includes Vocational Weighting | | | | | |
| | | | | Basic Program Units | 0.000 |
| Special Education | | | | | |
| | MEM | Factor | | | |
| C & C-Gifted | 0.00 | 1.00 | 0.000 | | |
| D & D-Gifted | 0.00 | 2.00 | 0.000 | | |
| 3 & 4 Yr. DD | | 2.00 | 0.000 | | |
| A/B MEM (Reg/Gft & Inc 3Y&4Y-12th) | | 0.70 | 0.000 | Special Ed. Units | 0.000 |
| Adjusted Ancillary FTE | | 25.00 | | Ancillary FTE Units | 0.000 |
| | | | | Total Special Education Units | 0.000 |
| Elementary Fine Arts Program | | | | | |
| | MEM | Factor | | | |
| | | 0.0500 | | Fine Arts Program Units | 0.000 |
| Bilingual Program | | | | | |
| | HOURS | MEM | FTE | Factor | |
| 1 | | | 0.00 | | |
| 2 | | | 0.00 | | |
| 3 | | | 0.00 | | |
| Total Bilingual | 0.00 | | 0.00 | | |
| (May not total more than the no. of students in grades K-12.) | | | | | |
| | | 0.500 | | Bilingual Units | 0.000 |
| Elementary P.E. Program | | | | | |
| | MEM | Factor | | | |
| | | 0.060 | | Elementary P.E. Units | 0.000 |

2015-2016 STATE EQUALIZATION GUARANTEE COMPUTATION
REVENUE ESTIMATE WORKSHEET
BASED ON
2014-2015 STARS FINAL 80/120 DAY AVERAGE

| | | | | |
|---|---------------|--------------|--|-----------|
| | | | TOTAL MEMBERSHIP PROGRAM UNITS | 0.000 |
| | | | T & E Index (Oct 2014) | |
| National Board Certified Teachers | | | ADJUSTED PROGRAM UNITS | 0.000 |
| | FTE: | Factor | National Board Certified Teachers Units: | 0.000 |
| | 0.00 | 1.500 | | |
| Size Adjustment Units | | | Charter Schools not eligible for District Size | |
| | UNITS | | School Size Adjustment Units | 0.000 |
| Elementary/Mid/Jr. High | 0.000 | | Charter Schools not eligible for District Size | |
| Senior High | 0.000 | | District Size <4,000 Adjustment Units | 0.000 |
| District Size(<4,000) | 0.000 | | Charter Schools not eligible for District Size | 0.000 |
| | | | | |
| District Size(<200) | 200.000 | | District Size <200 Adjustment Units | 200.000 |
| | | | | (200.000) |
| | | | Rural Isolation Units | 0.000 |
| | | | New District Adjustment Units | 0.000 |
| At-Risk Units | At-risk index | MEM | At Risk Units | 0.000 |
| 2015-2016: | | 0.00 | | |
| Charter Schools Student Activities | | | Growth Units | #DIV/0! |
| (Districts Only) | MEM | Factor | Charter Schools Student Activities Units | 0.000 |
| | | 0.100 | (Charters not eligible for CS Student Activities) | 0.000 |
| Home School Student Activities | | | | |
| (Districts Only) | MEM | Factor | Home School Student Activities Units | 0.000 |
| | | 0.100 | (Charters not eligible for Home School Student Activities) | 0.000 |
| Home School Student Program Units | | | | |
| (Districts Only) | # of Students | # of Classes | Home School Student Program Units | 0.000 |
| | | | (Charters not eligible for Home School Student Activities) | |
| | | Factor | (Charters not eligible for Home School Student Activities) | |
| | | 0.250 | TOTAL PROGRAM UNITS | #DIV/0! |
| | | | Save Harmless Units | #DIV/0! |

GROWTH & SAVE HARMLESS CALCULATION DATA

2014-15 Actual 40th Day MEM:
(Enter the District Mem EXCLUDING Charter Mem)

2015-16 Projected MEM:
(Enter the District Mem EXCLUDING Charter Mem)

2015-2016 Actual 40th MEM
(Enter the District Mem EXCLUDING Charter Mem)

Save-Harmless Data

2015-2016 40th Day TOTAL PROGRAM UNITS
(Not Grand Total Program Units)

Growth Data

2015-16 Operating Budget Calculation
Op-Bud takes 14-15 40 Day compared to 15-16 Mem Proj. FTE
40th Day Calculation
Takes Prior Year 40th-Day and compares to Current Year 40th-Day

| | |
|--|---------|
| GRAND TOTAL UNITS | #DIV/0! |
| × Unit Value | |
| PROGRAM COST | #DIV/0! |
| Non-categorical Revenue Credits: | |
| Tax Levy (41110, 41113, 41114) | |
| Federal Impact Aid (44103) | |
| Federal Forest Reserve (44204) | |
| Total Non-Cat Rev Credits | \$0.00 |
| Less: 75% of Non-Categorical Revenue Credits | \$0.00 |
| Other Credits/Adjustments: | |
| Energy Efficiency | |
| Energy Efficiency Renewable Bonds | |
| Other Misc Credits | |
| Total Other Credits | \$0.00 |
| Less: Other Credits/Adjustments | \$0.00 |
| | #DIV/0! |

STATE EQUALIZATION GUARANTEE #DIV/0!

2015-2016 STATE EQUALIZATION GUARANTEE COMPUTATION
REVENUE ESTIMATE WORKSHEET
BASED ON
2014-2015 STARS FINAL 80/120 DAY AVERAGE

SIZE ADJUSTMENT UNITS:

PED 910B-5

1. ELEMENTARY/MIDDLE SCHOOL/JUNIOR HIGH

List each school with a projected MEM (Basic 1-9 and Operational Fund Early Childhood FTE EXCLUDING SPECIAL ED.) of less than 200.
 $((200 - \text{MEM})/200) \times (1.0 \times \text{MEM}) = \text{UNITS}$

| SCHOOL NAME | CODE | GRADES | MEM | UNITS |
|--|------|--------|-----|-------|
| | | | | 0.000 |
| | | | | 0.000 |
| | | | | 0.000 |
| | | | | 0.000 |
| | | | | 0.000 |
| | | | | 0.000 |
| TOTAL ELEMENTARY/MIDDLE SCHOOL/JUNIOR HIGH UNITS | | | | 0.000 |

2. SENIOR HIGH SCHOOL

List each school with a projected MEM (Basic 7-12 EXCLUDING SP. ED.) of less than 400 (program units will be computed using the formula which yields the most units):

$((200 - \text{MEM})/200) \times (2.0 \times \text{MEM}) = \text{UNITS}$ or $((400 - \text{MEM})/400) \times (1.6 \times \text{MEM}) = \text{UNITS}$

| SCHOOL NAME | CODE | GRADES | MEM | UNITS |
|--------------------------------|------|--------|-----|-------|
| | | | | 0.000 |
| | | | | 0.000 |
| | | | | 0.000 |
| | | | | 0.000 |
| | | | | 0.000 |
| | | | | 0.000 |
| TOTAL SENIOR HIGH SCHOOL UNITS | | | | 0.000 |

3. RURAL ISOLATION

Based on district MEM (Basic 1-12, Special Education C and D, Non-Profit and Operational Fund Childhood FTE), a district is eligible for units if it has a MEM greater than 10,000 with a ratio of MEM to senior high schools less than 4,000:1.
 $(4,000 - (\text{MEM} / \text{Eligible Senior High Schools})) \times 0.5 = \text{UNITS}$

Enter the number of approved senior high schools (exclude alternative schools): N.A.
Enter the number of approved senior high schools not eligible for senior high size units: 0.000

4. NEW DISTRICT ADJUSTMENT

If district is eligible, enter YES in the appropriate box.

| | | |
|--|----------------------|-------|
| a. NEWLY CREATED SCHOOL DISTRICT | YES? | UNITS |
| (MEM for current year) \times .147 = UNITS | <input type="text"/> | 0.000 |
| b. DISTRICT WHOSE MEMBERSHIP DECREASES AS A RESULT OF A NEWLY CREATED DISTRICT | | |
| (MEM for prior year - MEM for current year) \times .17 = UNITS | <input type="text"/> | 0.000 |

**2015-2016 STATE EQUALIZATION GUARANTEE COMPUTATION
REVENUE ESTIMATE WORKSHEET
BASED ON
2014-2015 STARS FINAL 80/120 DAY AVERAGE**

Charter Name

Charter Number

| | 3Y DD | 4Y DD | C & C-GIFTED | D & D-GIFTED | *BASIC | GRADE TOTAL |
|--|-------|-------|-----------------|-----------------|---------------------|----------------|
| Kindergarten Program | | | | | | |
| PRE-K | | | | | | 0.00 |
| FDK | | | | | | 0.00 |
| Basic Program | | | | | | |
| Grade 1 | | | | | | 0.00 |
| Grade 2 | | | | | | 0.00 |
| Grade 3 | | | | | | 0.00 |
| Grade 4 | | | | | | 0.00 |
| Grade 5 | | | | | | 0.00 |
| Grade 6 | | | | | | 0.00 |
| Grade 7 | | | | | | 0.00 |
| Grade 8 | | | | | | 0.00 |
| Grade 9 | | | | | | 0.00 |
| Grade 10 | | | | | | 0.00 |
| Grade 11 | | | | | | 0.00 |
| Grade 12 | | | | | | 0.00 |
| Totals | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | |
| *INCLUDE STUDENTS RECEIVING A/B SERVICES | | | | | | |
| | | | | | PRE-K FTE | 0.00 |
| | | | | | TOTAL GRADES 1-12 | 0.00 |
| | | | | | SUBTOTAL MEM | 0.00 |
| | | | | | TOTAL MEM | 0.00 |

Is this a Charter School?

Is this for the 40th Day?

| | ECE FTE | COST INDEX | PROGRAM UNITS | | |
|---|------------|---------------|------------------|-------------------------------|-----------------|
| Kindergarten | | | | | |
| PRE-K and FDK | 0.00 | 1.44 | 0.000 | Kindergarten Units | 0.000 |
| Basic Program (Grade Total) | | | | | |
| Grade 01 | 0.00 | 1.20 | 0.000 | | |
| Grade 02 | 0.00 | 1.18 | 0.000 | | |
| Grade 03 | 0.00 | 1.18 | 0.000 | | |
| Grade 04 | 0.00 | 1.045 | 0.000 | | |
| Grade 05 | 0.00 | 1.045 | 0.000 | | |
| Grade 06 | 0.00 | 1.045 | 0.000 | | |
| Grade 07 * | 0.00 | 1.25 | 0.000 | | |
| Grade 08 * | 0.00 | 1.25 | 0.000 | | |
| Grade 09 * | 0.00 | 1.25 | 0.000 | | |
| Grade 10 * | 0.00 | 1.25 | 0.000 | | |
| Grade 11 * | 0.00 | 1.25 | 0.000 | | |
| Grade 12 * | 0.00 | 1.25 | 0.000 | | |
| * Includes Vocational Weighting | | | | | |
| | | | | Basic Program Units | 0.000 |
| Special Education | | | | | |
| | MEM | Factor | | | |
| C & C-Gifted | 0.00 | 1.00 | 0.000 | | |
| D & D-Gifted | 0.00 | 2.00 | 0.000 | | |
| 3 & 4 Yr. DD | | 2.00 | 0.000 | | |
| A/B MEM (Reg/Gft & Inc 3Y&4Y-12th) | | 0.70 | 0.000 | Special Ed. Units | 0.000 |
| Adjusted Ancillary FTE | | 25.00 | | Ancillary FTE Units | 0.000 |
| | | | | Total Special Education Units | 0.000 |
| Elementary Fine Arts Program | | | | | |
| | MEM | Factor | | | |
| | | 0.0500 | | Fine Arts Program Units | 0.000 |
| Bilingual Program | | | | | |
| | HOURS | MEM | FTE | Factor | |
| 1 | | | 0.00 | | |
| 2 | | | 0.00 | | |
| 3 | | | 0.00 | | |
| Total Bilingual | 0.00 | | 0.00 | 0.500 | Bilingual Units |
| (May not total more than the no. of students in grades K-12.) | | | | | |
| Elementary P.E. Program | | | | | |
| | MEM | Factor | | | |
| | | 0.060 | | Elementary P.E. Units | 0.000 |

2015-2016 STATE EQUALIZATION GUARANTEE COMPUTATION
REVENUE ESTIMATE WORKSHEET
BASED ON
2014-2015 STARS FINAL 80/120 DAY AVERAGE

| | | | | |
|---|---------------|--------------|--|-----------|
| | | | TOTAL MEMBERSHIP PROGRAM UNITS | 0.000 |
| | | | T & E Index (Oct 2014) | |
| National Board Certified Teachers | | | ADJUSTED PROGRAM UNITS | 0.000 |
| | FTE: | Factor | National Board Certified Teachers Units: | 0.000 |
| | 0.00 | 1.500 | | |
| Size Adjustment Units | | | Charter Schools not eligible for District Size | |
| | UNITS | | School Size Adjustment Units | 0.000 |
| Elementary/Mid/Jr. High | 0.000 | | Charter Schools not eligible for District Size | |
| Senior High | 0.000 | | District Size <4,000 Adjustment Units | 0.000 |
| District Size(<4,000) | 0.000 | | Charter Schools not eligible for District Size | 0.000 |
| | | | | |
| District Size(<200) | 200.000 | | District Size <200 Adjustment Units | 200.000 |
| | | | | (200.000) |
| | | | Rural Isolation Units | 0.000 |
| | | | New District Adjustment Units | 0.000 |
| At-Risk Units | At-risk index | MEM | At Risk Units | 0.000 |
| 2015-2016: | | 0.00 | | |
| Charter Schools Student Activities | | | Growth Units | #DIV/0! |
| (Districts Only) | MEM | Factor | Charter Schools Student Activities Units | 0.000 |
| | | 0.100 | (Charters not eligible for CS Student Activities) | 0.000 |
| Home School Student Activities | | | Home School Student Activities Units | 0.000 |
| (Districts Only) | MEM | Factor | (Charters not eligible for Home School Student Activities) | 0.000 |
| | | 0.100 | | |
| Home School Student Program Units | | | Home School Student Program Units | 0.000 |
| (Districts Only) | # of Students | # of Classes | (Charters not eligible for Home School Student Activities) | |
| | | | (Charters not eligible for Home School Student Activities) | |
| | | Factor | TOTAL PROGRAM UNITS | #DIV/0! |
| | | 0.250 | | |
| | | | Save Harmless Units | #DIV/0! |

GROWTH & SAVE HARMLESS CALCULATION DATA

2014-15 Actual 40th Day MEM:
(Enter the District Mem EXCLUDING Charter Mem)

2015-16 Projected MEM:
(Enter the District Mem EXCLUDING Charter Mem)

2015-2016 Actual 40th MEM
(Enter the District Mem EXCLUDING Charter Mem)

Save-Harmless Data

2015-2016 40th Day TOTAL PROGRAM UNITS
(Not Grand Total Program Units)

Growth Data

2015-16 Operating Budget Calculation
Op-Bud takes 14-15 40 Day compared to 15-16 Mem Proj. FTE
40th Day Calculation
Takes Prior Year 40th-Day and compares to Current Year 40th-Day

| | |
|--|---------|
| GRAND TOTAL UNITS | #DIV/0! |
| × Unit Value | |
| PROGRAM COST | #DIV/0! |
| Non-categorical Revenue Credits: | |
| Tax Levy (41110, 41113, 41114) | |
| Federal Impact Aid (44103) | |
| Federal Forest Reserve (44204) | |
| Total Non-Cat Rev Credits | \$0.00 |
| Less: 75% of Non-Categorical Revenue Credits | \$0.00 |
| Other Credits/Adjustments: | |
| Energy Efficiency | |
| Energy Efficiency Renewable Bonds | |
| Other Misc Credits | |
| Total Other Credits | \$0.00 |
| Less: Other Credits/Adjustments | \$0.00 |
| | #DIV/0! |

STATE EQUALIZATION GUARANTEE #DIV/0!

2015-2016 STATE EQUALIZATION GUARANTEE COMPUTATION
REVENUE ESTIMATE WORKSHEET
BASED ON
2014-2015 STARS FINAL 80/120 DAY AVERAGE

SIZE ADJUSTMENT UNITS:

PED 910B-5

1. ELEMENTARY/MIDDLE SCHOOL/JUNIOR HIGH

List each school with a projected MEM (Basic 1-9 and Operational Fund Early Childhood FTE EXCLUDING SPECIAL ED.) of less than 200.
 $((200 - \text{MEM})/200) \times (1.0 \times \text{MEM}) = \text{UNITS}$

| SCHOOL NAME | CODE | GRADES | MEM | UNITS |
|--|------|--------|-----|-------|
| | | | | 0.000 |
| | | | | 0.000 |
| | | | | 0.000 |
| | | | | 0.000 |
| | | | | 0.000 |
| | | | | 0.000 |
| TOTAL ELEMENTARY/MIDDLE SCHOOL/JUNIOR HIGH UNITS | | | | 0.000 |

2. SENIOR HIGH SCHOOL

List each school with a projected MEM (Basic 7-12 EXCLUDING SP. ED.) of less than 400 (program units will be computed using the formula which yields the most units):

$((200 - \text{MEM})/200) \times (2.0 \times \text{MEM}) = \text{UNITS}$ or $((400 - \text{MEM})/400) \times (1.6 \times \text{MEM}) = \text{UNITS}$

| SCHOOL NAME | CODE | GRADES | MEM | UNITS |
|--------------------------------|------|--------|-----|-------|
| | | | | 0.000 |
| | | | | 0.000 |
| | | | | 0.000 |
| | | | | 0.000 |
| | | | | 0.000 |
| | | | | 0.000 |
| TOTAL SENIOR HIGH SCHOOL UNITS | | | | 0.000 |

3. RURAL ISOLATION

Based on district MEM (Basic 1-12, Special Education C and D, Non-Profit and Operational Fund Childhood FTE), a district is eligible for units if it has a MEM greater than 10,000 with a ratio of MEM to senior high schools less than 4,000:1.
 $(4,000 - (\text{MEM} / \text{Eligible Senior High Schools})) \times 0.5 = \text{UNITS}$

Enter the number of approved senior high schools (exclude alternative schools): N.A.
Enter the number of approved senior high schools not eligible for senior high size units: 0.000

4. NEW DISTRICT ADJUSTMENT

If district is eligible, enter YES in the appropriate box.

| | | |
|--|----------------------|-------|
| a. NEWLY CREATED SCHOOL DISTRICT | YES? | UNITS |
| (MEM for current year) \times .147 = UNITS | <input type="text"/> | 0.000 |
| b. DISTRICT WHOSE MEMBERSHIP DECREASES AS A RESULT OF A NEWLY CREATED DISTRICT | | |
| (MEM for prior year - MEM for current year) \times .17 = UNITS | <input type="text"/> | 0.000 |

**2015-2016 STATE EQUALIZATION GUARANTEE COMPUTATION
REVENUE ESTIMATE WORKSHEET
BASED ON
2014-2015 STARS FINAL 80/120 DAY AVERAGE**

Charter Name

Charter Number

| | 3Y DD | 4Y DD | C & C-GIFTED | D & D-GIFTED | *BASIC | GRADE TOTAL |
|--|-------|-------|-----------------|-----------------|---------------------|----------------|
| Kindergarten Program | | | | | | |
| PRE-K | | | | | | 0.00 |
| FDK | | | | | | 0.00 |
| Basic Program | | | | | | |
| Grade 1 | | | | | | 0.00 |
| Grade 2 | | | | | | 0.00 |
| Grade 3 | | | | | | 0.00 |
| Grade 4 | | | | | | 0.00 |
| Grade 5 | | | | | | 0.00 |
| Grade 6 | | | | | | 0.00 |
| Grade 7 | | | | | | 0.00 |
| Grade 8 | | | | | | 0.00 |
| Grade 9 | | | | | | 0.00 |
| Grade 10 | | | | | | 0.00 |
| Grade 11 | | | | | | 0.00 |
| Grade 12 | | | | | | 0.00 |
| Totals | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | |
| *INCLUDE STUDENTS RECEIVING A/B SERVICES | | | | | | |
| | | | | | PRE-K FTE | 0.00 |
| | | | | | TOTAL GRADES 1-12 | 0.00 |
| | | | | | SUBTOTAL MEM | 0.00 |
| | | | | | TOTAL MEM | 0.00 |

Is this a Charter School?

Is this for the 40th Day?

| | ECE FTE | COST INDEX | PROGRAM UNITS | | |
|---|------------|---------------|------------------|-------------------------------|-------|
| Kindergarten | | | | | |
| PRE-K and FDK | 0.00 | 1.44 | 0.000 | Kindergarten Units | 0.000 |
| Basic Program (Grade Total) | | | | | |
| Grade 01 | 0.00 | 1.20 | 0.000 | | |
| Grade 02 | 0.00 | 1.18 | 0.000 | | |
| Grade 03 | 0.00 | 1.18 | 0.000 | | |
| Grade 04 | 0.00 | 1.045 | 0.000 | | |
| Grade 05 | 0.00 | 1.045 | 0.000 | | |
| Grade 06 | 0.00 | 1.045 | 0.000 | | |
| Grade 07 * | 0.00 | 1.25 | 0.000 | | |
| Grade 08 * | 0.00 | 1.25 | 0.000 | | |
| Grade 09 * | 0.00 | 1.25 | 0.000 | | |
| Grade 10 * | 0.00 | 1.25 | 0.000 | | |
| Grade 11 * | 0.00 | 1.25 | 0.000 | | |
| Grade 12 * | 0.00 | 1.25 | 0.000 | | |
| * Includes Vocational Weighting | | | | | |
| | | | | Basic Program Units | 0.000 |
| Special Education | | | | | |
| | MEM | Factor | | | |
| C & C-Gifted | 0.00 | 1.00 | 0.000 | | |
| D & D-Gifted | 0.00 | 2.00 | 0.000 | | |
| 3 & 4 Yr. DD | | 2.00 | 0.000 | | |
| A/B MEM (Reg/Gft & Inc 3Y&4Y-12th) | | 0.70 | 0.000 | Special Ed. Units | 0.000 |
| Adjusted Ancillary FTE | | 25.00 | | Ancillary FTE Units | 0.000 |
| | | | | Total Special Education Units | 0.000 |
| Elementary Fine Arts Program | | | | | |
| | MEM | Factor | | | |
| | | 0.0500 | | Fine Arts Program Units | 0.000 |
| Bilingual Program | | | | | |
| | HOURS | MEM | FTE | Factor | |
| 1 | | | 0.00 | | |
| 2 | | | 0.00 | | |
| 3 | | | 0.00 | | |
| Total Bilingual | 0.00 | | 0.00 | | |
| (May not total more than the no. of students in grades K-12.) | | | | | |
| | | 0.500 | | Bilingual Units | 0.000 |
| Elementary P.E. Program | | | | | |
| | MEM | Factor | | | |
| | | 0.060 | | Elementary P.E. Units | 0.000 |

2015-2016 STATE EQUALIZATION GUARANTEE COMPUTATION
REVENUE ESTIMATE WORKSHEET
BASED ON
2014-2015 STARS FINAL 80/120 DAY AVERAGE

| | | | | |
|---|---------------|--------------|--|-----------|
| | | | TOTAL MEMBERSHIP PROGRAM UNITS | 0.000 |
| | | | T & E Index (Oct 2014) | |
| National Board Certified Teachers | | | ADJUSTED PROGRAM UNITS | 0.000 |
| | FTE: | Factor | National Board Certified Teachers Units: | 0.000 |
| | 0.00 | 1.500 | | |
| Size Adjustment Units | | | Charter Schools not eligible for District Size | |
| | UNITS | | School Size Adjustment Units | 0.000 |
| Elementary/Mid/Jr. High | 0.000 | | Charter Schools not eligible for District Size | |
| Senior High | 0.000 | | District Size <4,000 Adjustment Units | 0.000 |
| District Size(<4,000) | 0.000 | | Charter Schools not eligible for District Size | 0.000 |
| | | | | |
| District Size(<200) | 200.000 | | District Size <200 Adjustment Units | 200.000 |
| | | | | (200.000) |
| | | | Rural Isolation Units | 0.000 |
| | | | New District Adjustment Units | 0.000 |
| At-Risk Units | At-risk index | MEM | At Risk Units | 0.000 |
| 2015-2016: | | 0.00 | | |
| Charter Schools Student Activities | | | Growth Units | #DIV/0! |
| (Districts Only) | MEM | Factor | Charter Schools Student Activities Units | 0.000 |
| | | 0.100 | (Charters not eligible for CS Student Activities) | 0.000 |
| Home School Student Activities | | | | |
| (Districts Only) | MEM | Factor | Home School Student Activities Units | 0.000 |
| | | 0.100 | (Charters not eligible for Home School Student Activities) | 0.000 |
| Home School Student Program Units | | | | |
| (Districts Only) | # of Students | # of Classes | Home School Student Program Units | 0.000 |
| | | | (Charters not eligible for Home School Student Activities) | |
| | | Factor | (Charters not eligible for Home School Student Activities) | |
| | | 0.250 | TOTAL PROGRAM UNITS | #DIV/0! |
| | | | Save Harmless Units | #DIV/0! |

GROWTH & SAVE HARMLESS CALCULATION DATA

2014-15 Actual 40th Day MEM:
(Enter the District Mem EXCLUDING Charter Mem)

2015-16 Projected MEM:
(Enter the District Mem EXCLUDING Charter Mem)

2015-2016 Actual 40th MEM
(Enter the District Mem EXCLUDING Charter Mem)

Save-Harmless Data

2015-2016 40th Day TOTAL PROGRAM UNITS
(Not Grand Total Program Units)

Growth Data

2015-16 Operating Budget Calculation
Op-Bud takes 14-15 40 Day compared to 15-16 Mem Proj. FTE
40th Day Calculation
Takes Prior Year 40th-Day and compares to Current Year 40th-Day

| | |
|--|---------|
| GRAND TOTAL UNITS | #DIV/0! |
| × Unit Value | |
| PROGRAM COST | #DIV/0! |
| Non-categorical Revenue Credits: | |
| Tax Levy (41110, 41113, 41114) | |
| Federal Impact Aid (44103) | |
| Federal Forest Reserve (44204) | |
| Total Non-Cat Rev Credits | \$0.00 |
| Less: 75% of Non-Categorical Revenue Credits | \$0.00 |
| Other Credits/Adjustments: | |
| Energy Efficiency | |
| Energy Efficiency Renewable Bonds | |
| Other Misc Credits | |
| Total Other Credits | \$0.00 |
| Less: Other Credits/Adjustments | \$0.00 |
| | #DIV/0! |

STATE EQUALIZATION GUARANTEE #DIV/0!

2015-2016 STATE EQUALIZATION GUARANTEE COMPUTATION
REVENUE ESTIMATE WORKSHEET
BASED ON
2014-2015 STARS FINAL 80/120 DAY AVERAGE

SIZE ADJUSTMENT UNITS:

PED 910B-5

1. ELEMENTARY/MIDDLE SCHOOL/JUNIOR HIGH

List each school with a projected MEM (Basic 1-9 and Operational Fund Early Childhood FTE EXCLUDING SPECIAL ED.) of less than 200.
 $((200 - \text{MEM})/200) \times (1.0 \times \text{MEM}) = \text{UNITS}$

| SCHOOL NAME | CODE | GRADES | MEM | UNITS |
|--|------|--------|-----|-------|
| | | | | 0.000 |
| | | | | 0.000 |
| | | | | 0.000 |
| | | | | 0.000 |
| | | | | 0.000 |
| | | | | 0.000 |
| TOTAL ELEMENTARY/MIDDLE SCHOOL/JUNIOR HIGH UNITS | | | | 0.000 |

2. SENIOR HIGH SCHOOL

List each school with a projected MEM (Basic 7-12 EXCLUDING SP. ED.) of less than 400 (program units will be computed using the formula which yields the most units):

$((200 - \text{MEM})/200) \times (2.0 \times \text{MEM}) = \text{UNITS}$ or $((400 - \text{MEM})/400) \times (1.6 \times \text{MEM}) = \text{UNITS}$

| SCHOOL NAME | CODE | GRADES | MEM | UNITS |
|--------------------------------|------|--------|-----|-------|
| | | | | 0.000 |
| | | | | 0.000 |
| | | | | 0.000 |
| | | | | 0.000 |
| | | | | 0.000 |
| | | | | 0.000 |
| TOTAL SENIOR HIGH SCHOOL UNITS | | | | 0.000 |

3. RURAL ISOLATION

Based on district MEM (Basic 1-12, Special Education C and D, Non-Profit and Operational Fund Childhood FTE), a district is eligible for units if it has a MEM greater than 10,000 with a ratio of MEM to senior high schools less than 4,000:1.
 $(4,000 - (\text{MEM} / \text{Eligible Senior High Schools})) \times 0.5 = \text{UNITS}$

Enter the number of approved senior high schools (exclude alternative schools): N.A.
Enter the number of approved senior high schools not eligible for senior high size units: 0.000

4. NEW DISTRICT ADJUSTMENT

If district is eligible, enter YES in the appropriate box.

| | | |
|--|----------------------|-------|
| a. NEWLY CREATED SCHOOL DISTRICT | YES? | UNITS |
| (MEM for current year) \times .147 = UNITS | <input type="text"/> | 0.000 |
| b. DISTRICT WHOSE MEMBERSHIP DECREASES AS A RESULT OF A NEWLY CREATED DISTRICT | | |
| (MEM for prior year - MEM for current year) \times .17 = UNITS | <input type="text"/> | 0.000 |

**2015-2016 STATE EQUALIZATION GUARANTEE COMPUTATION
REVENUE ESTIMATE WORKSHEET
BASED ON
2014-2015 STARS FINAL 80/120 DAY AVERAGE**

Charter Name

Charter Number

| | 3Y DD | 4Y DD | C & C-GIFTED | D & D-GIFTED | *BASIC | GRADE TOTAL |
|--|-------|-------|-----------------|-----------------|---------------------|----------------|
| Kindergarten Program | | | | | | |
| PRE-K | | | | | | 0.00 |
| FDK | | | | | | 0.00 |
| Basic Program | | | | | | |
| Grade 1 | | | | | | 0.00 |
| Grade 2 | | | | | | 0.00 |
| Grade 3 | | | | | | 0.00 |
| Grade 4 | | | | | | 0.00 |
| Grade 5 | | | | | | 0.00 |
| Grade 6 | | | | | | 0.00 |
| Grade 7 | | | | | | 0.00 |
| Grade 8 | | | | | | 0.00 |
| Grade 9 | | | | | | 0.00 |
| Grade 10 | | | | | | 0.00 |
| Grade 11 | | | | | | 0.00 |
| Grade 12 | | | | | | 0.00 |
| Totals | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | |
| *INCLUDE STUDENTS RECEIVING A/B SERVICES | | | | | | |
| | | | | | PRE-K FTE | 0.00 |
| | | | | | TOTAL GRADES 1-12 | 0.00 |
| | | | | | SUBTOTAL MEM | 0.00 |
| | | | | | TOTAL MEM | 0.00 |

Is this a Charter School?

Is this for the 40th Day?

| | ECE FTE | COST INDEX | PROGRAM UNITS | | |
|---|------------|---------------|------------------|-------------------------------|-------|
| Kindergarten | | | | | |
| PRE-K and FDK | 0.00 | 1.44 | 0.000 | Kindergarten Units | 0.000 |
| Basic Program (Grade Total) | | | | | |
| Grade 01 | 0.00 | 1.20 | 0.000 | | |
| Grade 02 | 0.00 | 1.18 | 0.000 | | |
| Grade 03 | 0.00 | 1.18 | 0.000 | | |
| Grade 04 | 0.00 | 1.045 | 0.000 | | |
| Grade 05 | 0.00 | 1.045 | 0.000 | | |
| Grade 06 | 0.00 | 1.045 | 0.000 | | |
| Grade 07 * | 0.00 | 1.25 | 0.000 | | |
| Grade 08 * | 0.00 | 1.25 | 0.000 | | |
| Grade 09 * | 0.00 | 1.25 | 0.000 | | |
| Grade 10 * | 0.00 | 1.25 | 0.000 | | |
| Grade 11 * | 0.00 | 1.25 | 0.000 | | |
| Grade 12 * | 0.00 | 1.25 | 0.000 | | |
| * Includes Vocational Weighting | | | | | |
| | | | | Basic Program Units | 0.000 |
| Special Education | | | | | |
| | MEM | Factor | | | |
| C & C-Gifted | 0.00 | 1.00 | 0.000 | | |
| D & D-Gifted | 0.00 | 2.00 | 0.000 | | |
| 3 & 4 Yr. DD | | 2.00 | 0.000 | | |
| A/B MEM (Reg/Gft & Inc 3Y&4Y-12th) | | 0.70 | 0.000 | Special Ed. Units | 0.000 |
| Adjusted Ancillary FTE | | 25.00 | | Ancillary FTE Units | 0.000 |
| | | | | Total Special Education Units | 0.000 |
| Elementary Fine Arts Program | | | | | |
| | MEM | Factor | | | |
| | | 0.0500 | | Fine Arts Program Units | 0.000 |
| Bilingual Program | | | | | |
| | HOURS | MEM | FTE | Factor | |
| 1 | | | 0.00 | | |
| 2 | | | 0.00 | | |
| 3 | | | 0.00 | | |
| Total Bilingual | 0.00 | | 0.00 | | |
| (May not total more than the no. of students in grades K-12.) | | | | | |
| | | 0.500 | | Bilingual Units | 0.000 |
| Elementary P.E. Program | | | | | |
| | MEM | Factor | | | |
| | | 0.060 | | Elementary P.E. Units | 0.000 |

2015-2016 STATE EQUALIZATION GUARANTEE COMPUTATION
REVENUE ESTIMATE WORKSHEET
BASED ON
2014-2015 STARS FINAL 80/120 DAY AVERAGE

| | | | | |
|---|---------------|--------------|--|-----------|
| | | | TOTAL MEMBERSHIP PROGRAM UNITS | 0.000 |
| | | | T & E Index (Oct 2014) | |
| National Board Certified Teachers | | | ADJUSTED PROGRAM UNITS | 0.000 |
| | FTE: | Factor | National Board Certified Teachers Units: | 0.000 |
| | 0.00 | 1.500 | | |
| Size Adjustment Units | | | Charter Schools not eligible for District Size | |
| | UNITS | | School Size Adjustment Units | 0.000 |
| Elementary/Mid/Jr. High | 0.000 | | Charter Schools not eligible for District Size | |
| Senior High | 0.000 | | District Size <4,000 Adjustment Units | 0.000 |
| District Size(<4,000) | 0.000 | | Charter Schools not eligible for District Size | 0.000 |
| | | | | |
| District Size(<200) | 200.000 | | District Size <200 Adjustment Units | 200.000 |
| | | | | (200.000) |
| | | | Rural Isolation Units | 0.000 |
| | | | New District Adjustment Units | 0.000 |
| At-Risk Units | At-risk index | MEM | At Risk Units | 0.000 |
| 2015-2016: | | 0.00 | | |
| Charter Schools Student Activities | | | Growth Units | #DIV/0! |
| (Districts Only) | MEM | Factor | Charter Schools Student Activities Units | 0.000 |
| | | 0.100 | (Charters not eligible for CS Student Activities) | 0.000 |
| Home School Student Activities | | | | |
| (Districts Only) | MEM | Factor | Home School Student Activities Units | 0.000 |
| | | 0.100 | (Charters not eligible for Home School Student Activities) | 0.000 |
| Home School Student Program Units | | | | |
| (Districts Only) | # of Students | # of Classes | Home School Student Program Units | 0.000 |
| | | | (Charters not eligible for Home School Student Activities) | |
| | | Factor | (Charters not eligible for Home School Student Activities) | |
| | | 0.250 | TOTAL PROGRAM UNITS | #DIV/0! |
| | | | Save Harmless Units | #DIV/0! |

GROWTH & SAVE HARMLESS CALCULATION DATA

2014-15 Actual 40th Day MEM:
(Enter the District Mem EXCLUDING Charter Mem)

2015-16 Projected MEM:
(Enter the District Mem EXCLUDING Charter Mem)

2015-2016 Actual 40th MEM
(Enter the District Mem EXCLUDING Charter Mem)

Save-Harmless Data

2015-2016 40th Day TOTAL PROGRAM UNITS
(Not Grand Total Program Units)

Growth Data

2015-16 Operating Budget Calculation
Op-Bud takes 14-15 40 Day compared to 15-16 Mem Proj. FTE
40th Day Calculation
Takes Prior Year 40th-Day and compares to Current Year 40th-Day

| | |
|--|---------|
| GRAND TOTAL UNITS | #DIV/0! |
| × Unit Value | |
| PROGRAM COST | #DIV/0! |
| Non-categorical Revenue Credits: | |
| Tax Levy (41110, 41113, 41114) | |
| Federal Impact Aid (44103) | |
| Federal Forest Reserve (44204) | |
| Total Non-Cat Rev Credits | \$0.00 |
| Less: 75% of Non-Categorical Revenue Credits | \$0.00 |
| Other Credits/Adjustments: | |
| Energy Efficiency | |
| Energy Efficiency Renewable Bonds | |
| Other Misc Credits | |
| Total Other Credits | \$0.00 |
| Less: Other Credits/Adjustments | \$0.00 |
| | #DIV/0! |

STATE EQUALIZATION GUARANTEE #DIV/0!

2015-2016 STATE EQUALIZATION GUARANTEE COMPUTATION
REVENUE ESTIMATE WORKSHEET
BASED ON
2014-2015 STARS FINAL 80/120 DAY AVERAGE

SIZE ADJUSTMENT UNITS:

PED 910B-5

1. ELEMENTARY/MIDDLE SCHOOL/JUNIOR HIGH

List each school with a projected MEM (Basic 1-9 and Operational Fund Early Childhood FTE EXCLUDING SPECIAL ED.) of less than 200.
 $((200 - \text{MEM})/200) \times (1.0 \times \text{MEM}) = \text{UNITS}$

| SCHOOL NAME | CODE | GRADES | MEM | UNITS |
|--|------|--------|-----|-------|
| | | | | 0.000 |
| | | | | 0.000 |
| | | | | 0.000 |
| | | | | 0.000 |
| | | | | 0.000 |
| | | | | 0.000 |
| TOTAL ELEMENTARY/MIDDLE SCHOOL/JUNIOR HIGH UNITS | | | | 0.000 |

2. SENIOR HIGH SCHOOL

List each school with a projected MEM (Basic 7-12 EXCLUDING SP. ED.) of less than 400 (program units will be computed using the formula which yields the most units):

$((200 - \text{MEM})/200) \times (2.0 \times \text{MEM}) = \text{UNITS}$ or $((400 - \text{MEM})/400) \times (1.6 \times \text{MEM}) = \text{UNITS}$

| SCHOOL NAME | CODE | GRADES | MEM | UNITS |
|--------------------------------|------|--------|-----|-------|
| | | | | 0.000 |
| | | | | 0.000 |
| | | | | 0.000 |
| | | | | 0.000 |
| | | | | 0.000 |
| | | | | 0.000 |
| TOTAL SENIOR HIGH SCHOOL UNITS | | | | 0.000 |

3. RURAL ISOLATION

Based on district MEM (Basic 1-12, Special Education C and D, Non-Profit and Operational Fund Childhood FTE), a district is eligible for units if it has a MEM greater than 10,000 with a ratio of MEM to senior high schools less than 4,000:1.
 $(4,000 - (\text{MEM} / \text{Eligible Senior High Schools})) \times 0.5 = \text{UNITS}$

Enter the number of approved senior high schools (exclude alternative schools): N.A.
Enter the number of approved senior high schools not eligible for senior high size units: 0.000

4. NEW DISTRICT ADJUSTMENT

If district is eligible, enter YES in the appropriate box.

| | | |
|--|----------------------|-------|
| a. NEWLY CREATED SCHOOL DISTRICT | YES? | UNITS |
| (MEM for current year) \times .147 = UNITS | <input type="text"/> | 0.000 |
| b. DISTRICT WHOSE MEMBERSHIP DECREASES AS A RESULT OF A NEWLY CREATED DISTRICT | | |
| (MEM for prior year - MEM for current year) \times .17 = UNITS | <input type="text"/> | 0.000 |

Charter's Five Year Budget Plan

Instructions

Revenues

Enter the projected revenues for your five year budget plan. The State Equalization Guarantee (SEG) revenue (code 43101) amount comes from a separate worksheet which we refer to as the 910B5 this is funding based on your Membership Projections.

Expenditures

Enter the projected expenditures for your five year budget plan.

Please refer to Supplement 3 which will provide the definitions for funds, functions, object codes, programs and job classifications. Supplement 3 can be found on the PED Website, Click on A-Z and locate the School Budget and Finance Analysis Bureau.

910B5(SEG)

This worksheet has been provided to you as an attachment.

Charter's Five Year Budget Plan

| FUND | FUNCTION | OBJECT | OBJECT DESCRIPTION | PROJ. AMT (YEAR 1) | PROJ. AMT (YEAR 2) | PROJ. AMT (YEAR 3) | PROJ. AMT (YEAR 4) | PROJ. AMT (YEAR 5) |
|--------------------------------|----------|----------------------------|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| FUND 11000-Operational Revenue | | | | | | | | |
| | | Revenue From Local Sources | | | | | | |
| 11000 | 0000 | 41701 | Fees Activities | | | | | |
| 11000 | 0000 | 41702 | Fees Educational | | | | | |
| 11000 | 0000 | 41705 | Fees Users | | | | | |
| 11000 | 0000 | 41706 | Fees Summer School | | | | | |
| 11000 | 0000 | 41920 | Contributions and Donations From Private Sources | | | | | |
| | | Revenue From State Sources | | | | | | |
| 11000 | 0000 | 43101 | State Equalization Guarantee | | | | | |
| 11000 | | TOTAL: OPERATIONAL | | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 |

Charter's Five Year Budget Plan

| FUND | FUNCTION | OBJECT | JOB CLASS | OBJECT DESCRIPTION | PROJ. AMT (YEAR 1) | FTE | PROJ. AMT (YEAR 2) | FTE | PROJ. AMT (YEAR 3) | FTE | PROJ. AMT (YEAR 4) | FTE | PROJ. AMT (YEAR 5) | FTE |
|-------|-----------------------------|---|-----------|---|-----------------------|------|-----------------------|------|-----------------------|------|-----------------------|------|-----------------------|------|
| 11000 | EXPENDITURES | | | | | | | | | | | | | |
| | Function-1000 - Instruction | | | | | | | | | | | | | |
| | | Personnel Services - Compensation | | | | | | | | | | | | |
| 11000 | 1000 | 51100 | 1411 | Salaries Expense: Teachers Grades 1-12 | | | | | | | | | | |
| 11000 | 1000 | 51100 | 1412 | Salaries Expense: Teachers Special Education | | | | | | | | | | |
| 11000 | 1000 | 51100 | 1413 | Salaries Expense: Teachers Early Childhood Ed. | | | | | | | | | | |
| 11000 | 1000 | 51100 | 1414 | Salaries Expense: Teachers Preschool (Excludes Special Ed.) | | | | | | | | | | |
| 11000 | 1000 | 51100 | 1415 | Salaries Expense: Teachers Vocational and Technical | | | | | | | | | | |
| 11000 | 1000 | 51100 | 1416 | Salaries Expense: Teachers Other Instruction | | | | | | | | | | |
| 11000 | 1000 | 51100 | 1611 | Salaries Expense: Substitutes Sick Leave | | | | | | | | | | |
| 11000 | 1000 | 51100 | 1612 | Salaries Expense: Substitutes Other Leave | | | | | | | | | | |
| 11000 | 1000 | 51100 | 1613 | Salaries Expense: Separation Pay | | | | | | | | | | |
| 11000 | 1000 | 51100 | 1618 | Salaries Expense: Athletics | | | | | | | | | | |
| 11000 | 1000 | 51100 | 1621 | Salaries Expense: Summer School/After School | | | | | | | | | | |
| 11000 | 1000 | 51100 | 1624 | Salaries Expense: Activities Salaries | | | | | | | | | | |
| 11000 | 1000 | 51100 | 1711 | Salaries Expense: Instructional Assistants Grades 1-12 | | | | | | | | | | |
| 11000 | 1000 | 51100 | 1712 | Salaries Expense: Instructional Assistants Special Ed. | | | | | | | | | | |
| 11000 | 1000 | 51100 | 1713 | Salaries Expense: Instructional Assistants ECE | | | | | | | | | | |
| 11000 | 1000 | 51100 | 1714 | Salaries Expense: Inst Asst. Preschool (Excludes Spec. Ed.) | | | | | | | | | | |
| | | | | Total: Personnel Services Compensation | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 |
| | | Personnel Services - Employee Benefits | | | | | | | | | | | | |
| 11000 | 1000 | 52111 | 0000 | Educational Retirement | | | | | | | | | | |
| 11000 | 1000 | 52112 | 0000 | ERA - Retiree Health | | | | | | | | | | |
| 11000 | 1000 | 52210 | 0000 | FICA Payments | | | | | | | | | | |
| 11000 | 1000 | 52220 | 0000 | Medicare Payments | | | | | | | | | | |
| 11000 | 1000 | 52311 | 0000 | Health and Medical Premiums | | | | | | | | | | |
| 11000 | 1000 | 52312 | 0000 | Life | | | | | | | | | | |
| 11000 | 1000 | 52313 | 0000 | Dental | | | | | | | | | | |
| 11000 | 1000 | 52314 | 0000 | Vision | | | | | | | | | | |
| 11000 | 1000 | 52315 | 0000 | Disability | | | | | | | | | | |
| 11000 | 1000 | 52316 | 0000 | Other Insurance | | | | | | | | | | |
| 11000 | 1000 | 52500 | 0000 | Unemployment Compensation | | | | | | | | | | |
| 11000 | 1000 | 52710 | 0000 | Workers Compensation Premium | | | | | | | | | | |
| 11000 | 1000 | 52720 | 0000 | Workers Compensation Employer's Fee | | | | | | | | | | |
| 11000 | 1000 | 52730 | 0000 | Workers Compensation (Self Insured) | | | | | | | | | | |
| 11000 | 1000 | 52911 | 0000 | Cafeteria Plan Fees | | | | | | | | | | |
| 11000 | 1000 | 52912 | 0000 | Employee Assistance Programs | | | | | | | | | | |
| 11000 | 1000 | 52913 | 0000 | Workers Compensation Employee Fees | | | | | | | | | | |
| 11000 | 1000 | 52914 | 0000 | Deferred Sick Leave Reserve | | | | | | | | | | |
| | | | | Total: Personnel Services Employee Benefits | \$0.00 | | \$0.00 | | \$0.00 | | \$0.00 | | \$0.00 | |
| | | Purchased Professional and Technical Services | | | | | | | | | | | | |
| 11000 | 1000 | 53414 | 0000 | Other Professional Services | | | | | | | | | | |
| 11000 | 1000 | 53711 | 0000 | Other Charges | | | | | | | | | | |
| | | | | Total: Purchased Professional and Tech Services | \$0.00 | | \$0.00 | | \$0.00 | | \$0.00 | | \$0.00 | |
| | | Other Purchased Services | | | | | | | | | | | | |
| 11000 | 1000 | 55813 | 0000 | Employee Travel - Non-Teachers | | | | | | | | | | |
| 11000 | 1000 | 55814 | 0000 | Employee Training - Non-Teachers | | | | | | | | | | |
| 11000 | 1000 | 55817 | 0000 | Student Travel | | | | | | | | | | |
| 11000 | 1000 | 55818 | 0000 | Other Travel - Non-Employees | | | | | | | | | | |
| 11000 | 1000 | 55819 | 0000 | Employee Travel - Teachers | | | | | | | | | | |
| 11000 | 1000 | 55820 | 0000 | Employee Training - Teachers | | | | | | | | | | |
| 11000 | 1000 | 55914 | 0000 | Contracts - Interagency | | | | | | | | | | |
| 11000 | 1000 | 55915 | 0000 | Other Contract Services | | | | | | | | | | |
| | | | | Total: Other Purchased Services | \$0.00 | | \$0.00 | | \$0.00 | | \$0.00 | | \$0.00 | |
| | | Supplies | | | | | | | | | | | | |
| 11000 | 1000 | 56112 | 0000 | Other Textbooks | | | | | | | | | | |
| 11000 | 1000 | 56113 | 0000 | Software | | | | | | | | | | |
| 11000 | 1000 | 56118 | 0000 | General Supplies and Materials | | | | | | | | | | |
| | | | | Total: Supplies | \$0.00 | | \$0.00 | | \$0.00 | | \$0.00 | | \$0.00 | |
| | | Property | | | | | | | | | | | | |
| 11000 | 1000 | 57331 | 0000 | Fixed Assets (more than \$5,000) | | | | | | | | | | |
| 11000 | 1000 | 57332 | 0000 | Supply Assets (\$5,000 or less) | | | | | | | | | | |
| | | | | Total: Property | \$0.00 | | \$0.00 | | \$0.00 | | \$0.00 | | \$0.00 | |
| 11000 | 1000 | TOTAL: INSTRUCTION | | | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 |

Charter's Five Year Budget Plan

| FUND | FUNCTION | OBJECT | JOB CLASS | OBJECT DESCRIPTION | PROJ. AMT (YEAR 1) | FTE | PROJ. AMT (YEAR 2) | FTE | PROJ. AMT (YEAR 3) | FTE | PROJ. AMT (YEAR 4) | FTE | PROJ. AMT (YEAR 5) | FTE |
|-------|---|---|-----------|---|--------------------|------|--------------------|------|--------------------|------|--------------------|------|--------------------|------|
| 11000 | EXPENDITURES | | | | | | | | | | | | | |
| | Function-2100 - Support Services - Students | | | | | | | | | | | | | |
| | | Personnel Services - Compensation | | | | | | | | | | | | |
| | | | | | | | | | | | | | | |
| 11000 | 2100 | 51100 | 1211 | Salaries Expense: Coordinator/Subject Matter Specialist | | | | | | | | | | |
| 11000 | 2100 | 51100 | 1214 | Salaries Expense: Guidance Counselors/Social Workers | | | | | | | | | | |
| 11000 | 2100 | 51100 | 1215 | Salaries Expense: Registered Nurse | | | | | | | | | | |
| 11000 | 2100 | 51100 | 1216 | Salaries Expense: Health Assistants | | | | | | | | | | |
| 11000 | 2100 | 51100 | 1217 | Salaries Expense: Secretary, Clerical, Technical Assistants | | | | | | | | | | |
| 11000 | 2100 | 51100 | 1218 | Salaries Expense: School/Student Support | | | | | | | | | | |
| 11000 | 2100 | 51100 | 1311 | Salaries Expense: Diagnostician | | | | | | | | | | |
| 11000 | 2100 | 51100 | 1312 | Salaries Expense: Speech Therapist | | | | | | | | | | |
| 11000 | 2100 | 51100 | 1313 | Salaries Expense: Occupational Therapist | | | | | | | | | | |
| 11000 | 2100 | 51100 | 1314 | Salaries Expense: Physical Therapist/Recreational Therapist | | | | | | | | | | |
| 11000 | 2100 | 51100 | 1315 | Salaries Expense: Psychologist Counselors | | | | | | | | | | |
| 11000 | 2100 | 51100 | 1316 | Salaries Expense: Audiologists | | | | | | | | | | |
| 11000 | 2100 | 51100 | 1317 | Salaries Expense: Interpreters | | | | | | | | | | |
| 11000 | 2100 | 51100 | 1318 | Salaries Expense: Specialists | | | | | | | | | | |
| 11000 | 2100 | 51100 | 1319 | Salaries Expense: Special Ed. Assistants | | | | | | | | | | |
| 11000 | 2100 | 51100 | 1511 | Salaries Expense: Data Processing | | | | | | | | | | |
| | | | | Total: Personnel Services - Compensation | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 |
| | | Personnel Services - Employee Benefits | | | | | | | | | | | | |
| 11000 | 2100 | 52111 | 0000 | Educational Retirement | | | | | | | | | | |
| 11000 | 2100 | 52112 | 0000 | ERA - Retiree Health | | | | | | | | | | |
| 11000 | 2100 | 52210 | 0000 | FICA Payments | | | | | | | | | | |
| 11000 | 2100 | 52220 | 0000 | Medicare Payments | | | | | | | | | | |
| 11000 | 2100 | 52311 | 0000 | Health and Medical Premiums | | | | | | | | | | |
| 11000 | 2100 | 52312 | 0000 | Life | | | | | | | | | | |
| 11000 | 2100 | 52313 | 0000 | Dental | | | | | | | | | | |
| 11000 | 2100 | 52314 | 0000 | Vision | | | | | | | | | | |
| 11000 | 2100 | 52315 | 0000 | Disability | | | | | | | | | | |
| 11000 | 2100 | 52316 | 0000 | Other Insurance | | | | | | | | | | |
| 11000 | 2100 | 52500 | 0000 | Unemployment Compensation | | | | | | | | | | |
| 11000 | 2100 | 52710 | 0000 | Workers Compensation Premium | | | | | | | | | | |
| 11000 | 2100 | 52720 | 0000 | Workers Compensation Employer's Fee | | | | | | | | | | |
| 11000 | 2100 | 52730 | 0000 | Workers Compensation (Self Insured) | | | | | | | | | | |
| 11000 | 2100 | 52911 | 0000 | Cafeteria Plan Fees | | | | | | | | | | |
| 11000 | 2100 | 52912 | 0000 | Employee Assistance Programs | | | | | | | | | | |
| 11000 | 2100 | 52913 | 0000 | Workers Compensation Employee Fees | | | | | | | | | | |
| 11000 | 2100 | 52914 | 0000 | Deferred Sick Leave Reserve | | | | | | | | | | |
| | | | | Total: Personnel Services - Employee Benefits | \$0.00 | | \$0.00 | | \$0.00 | | \$0.00 | | \$0.00 | |
| | | Purchased Professional and Technical Services | | | | | | | | | | | | |
| 11000 | 2100 | 53211 | 0000 | Diagnostics - Contracted | | | | | | | | | | |
| 11000 | 2100 | 53212 | 0000 | Speech Therapists - Contracted | | | | | | | | | | |
| 11000 | 2100 | 53213 | 0000 | Occupational Therapists - Contracted | | | | | | | | | | |
| 11000 | 2100 | 53214 | 0000 | Physical/Recreational Therapists - Contracted | | | | | | | | | | |
| 11000 | 2100 | 53215 | 0000 | Psychologists/Counselors - Contracted | | | | | | | | | | |
| 11000 | 2100 | 53215 | 0000 | Psychologists/Counselors - Contracted | | | | | | | | | | |
| 11000 | 2100 | 53216 | 0000 | Audiologists - Contracted | | | | | | | | | | |
| 11000 | 2100 | 53217 | 0000 | Interpreters - Contracted | | | | | | | | | | |
| 11000 | 2100 | 53218 | 0000 | Specialists - Contracted | | | | | | | | | | |
| 11000 | 2100 | 53219 | 0000 | Special Ed Assistants (Non-Instructional) - Contracted | | | | | | | | | | |
| 11000 | 2100 | 53414 | 0000 | Other Professional Services | | | | | | | | | | |
| | | | | Total: Purchased Professional and Tech Services | \$0.00 | | \$0.00 | | \$0.00 | | \$0.00 | | \$0.00 | |
| | | Purchased Professional and Technical Services | | | | | | | | | | | | |
| 11000 | 2100 | 53414 | 0000 | Other Professional Services | | | | | | | | | | |
| 11000 | 2100 | 53711 | 0000 | Other Charges | | | | | | | | | | |
| | | | | Total: Support Services - Students | \$0.00 | | \$0.00 | | \$0.00 | | \$0.00 | | \$0.00 | |
| | | Other Purchased Services | | | | | | | | | | | | |
| 11000 | 2100 | 55200 | 0000 | Property/Liability Insurance | | | | | | | | | | |
| 11000 | 2100 | 55813 | 0000 | Employee Travel - Non-Teachers | | | | | | | | | | |
| 11000 | 2100 | 55814 | 0000 | Employee Training - Non-Teachers | | | | | | | | | | |
| 11000 | 2100 | 55818 | 0000 | Other Travel - Non-Employees | | | | | | | | | | |
| 11000 | 2100 | 55914 | 0000 | Contracts - Interagency | | | | | | | | | | |
| 11000 | 2100 | 55915 | 0000 | Other Contract Services | | | | | | | | | | |
| | | | | Total: Other Purchased Services | \$0.00 | | \$0.00 | | \$0.00 | | \$0.00 | | \$0.00 | |

Charter's Five Year Budget Plan

| FUND | FUNCTION | OBJECT | JOB CLASS | OBJECT DESCRIPTION | PROJ. AMT (YEAR 1) | FTE | PROJ. AMT (YEAR 2) | FTE | PROJ. AMT (YEAR 3) | FTE | PROJ. AMT (YEAR 4) | FTE | PROJ. AMT (YEAR 5) | FTE |
|-------|--|---|-----------|---|-----------------------|------|-----------------------|------|-----------------------|------|-----------------------|------|-----------------------|------|
| 11000 | EXPENDITURES | | | | | | | | | | | | | |
| | | Supplies | | | | | | | | | | | | |
| 11000 | 2100 | 56113 | 0000 | Software | | | | | | | | | | |
| 11000 | 2100 | 56118 | 0000 | General Supplies and Materials | | | | | | | | | | |
| | | | | Total: Supplies | \$0.00 | | \$0.00 | | \$0.00 | | \$0.00 | | \$0.00 | |
| | | Property | | | | | | | | | | | | |
| 11000 | 2100 | 57331 | 0000 | Fixed Assets (more than \$5,000) | | | | | | | | | | |
| 11000 | 2100 | 57332 | 0000 | Supply Assets (\$5,000 or less) | | | | | | | | | | |
| | | | | Total: Property | \$0.00 | | \$0.00 | | \$0.00 | | \$0.00 | | \$0.00 | |
| 11000 | 2100 | | | TOTAL: SUPPORT SERVICES - STUDENTS | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 |
| | Function-2200 - Support Services - Instruction | | | | | | | | | | | | | |
| | | Personnel Services - Compensation | | | | | | | | | | | | |
| 11000 | 2200 | 51100 | 1211 | Salaries Expense: Coordinator/Subject Matter Specialist | | | | | | | | | | |
| 11000 | 2200 | 51100 | 1212 | Salaries Expense: Library/Media Specialist | | | | | | | | | | |
| 11000 | 2200 | 51100 | 1213 | Salaries Expense: Library/Media Assistants | | | | | | | | | | |
| 11000 | 2200 | 51100 | 1217 | Salaries Expense: Secretary, Clerical, Technical Assistants | | | | | | | | | | |
| 11000 | 2200 | 51100 | 1511 | Salaries Expense: Data Processing | | | | | | | | | | |
| | | | | Total: Support Services - Instruction | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 |
| | | Personnel Services - Employee Benefits | | | | | | | | | | | | |
| 11000 | 2200 | 52111 | 0000 | Educational Retirement | | | | | | | | | | |
| 11000 | 2200 | 52112 | 0000 | ERA - Retiree Health | | | | | | | | | | |
| 11000 | 2200 | 52210 | 0000 | FICA Payments | | | | | | | | | | |
| 11000 | 2200 | 52220 | 0000 | Medicare Payments | | | | | | | | | | |
| 11000 | 2200 | 52311 | 0000 | Health and Medical Premiums | | | | | | | | | | |
| 11000 | 2200 | 52312 | 0000 | Life | | | | | | | | | | |
| 11000 | 2200 | 52313 | 0000 | Dental | | | | | | | | | | |
| 11000 | 2200 | 52314 | 0000 | Vision | | | | | | | | | | |
| 11000 | 2200 | 52315 | 0000 | Disability | | | | | | | | | | |
| 11000 | 2200 | 52316 | 0000 | Other Insurance | | | | | | | | | | |
| 11000 | 2200 | 52500 | 0000 | Unemployment Compensation | | | | | | | | | | |
| 11000 | 2200 | 52710 | 0000 | Workers Compensation Premium | | | | | | | | | | |
| 11000 | 2200 | 52720 | 0000 | Workers Compensation Employer's Fee | | | | | | | | | | |
| 11000 | 2200 | 52730 | 0000 | Workers Compensation (Self Insured) | | | | | | | | | | |
| 11000 | 2200 | 52911 | 0000 | Cafeteria Plan Fees | | | | | | | | | | |
| 11000 | 2200 | 52912 | 0000 | Employee Assistance Programs | | | | | | | | | | |
| 11000 | 2200 | 52913 | 0000 | Workers Compensation Employee Fees | | | | | | | | | | |
| 11000 | 2200 | 52914 | 0000 | Deferred Sick Leave Reserve | | | | | | | | | | |
| | | | | Total: Personnel Services - Employee Benefits | \$0.00 | | \$0.00 | | \$0.00 | | \$0.00 | | \$0.00 | |
| | | Purchased Professional and Technical Services | | | | | | | | | | | | |
| 11000 | 2200 | 53414 | 0000 | Other Professional Services | | | | | | | | | | |
| 11000 | 2200 | 53711 | 0000 | Other Charges | | | | | | | | | | |
| | | | | Total: Purchased Professional and Tech Services | \$0.00 | | \$0.00 | | \$0.00 | | \$0.00 | | \$0.00 | |
| | | Other Purchased Services | | | | | | | | | | | | |
| 11000 | 2200 | 55813 | 0000 | Employee Travel - Non-Teachers | | | | | | | | | | |
| 11000 | 2200 | 55814 | 0000 | Employee Training - Non-Teachers | | | | | | | | | | |
| 11000 | 2200 | 55818 | 0000 | Other Travel - Non-Employees | | | | | | | | | | |
| 11000 | 2200 | 55914 | 0000 | Contracts - Interagency | | | | | | | | | | |
| 11000 | 2200 | 55915 | 0000 | Other Contract Services | | | | | | | | | | |
| | | | | Total: Other Purchased Services | \$0.00 | | \$0.00 | | \$0.00 | | \$0.00 | | \$0.00 | |
| | | Supplies | | | | | | | | | | | | |
| 11000 | 2200 | 56113 | 0000 | Software | | | | | | | | | | |
| 11000 | 2200 | 56114 | 0000 | Library And Audio-Visual | | | | | | | | | | |
| 11000 | 2200 | 56118 | 0000 | General Supplies and Materials | | | | | | | | | | |
| | | | | Total: Supplies | \$0.00 | | \$0.00 | | \$0.00 | | \$0.00 | | \$0.00 | |
| | | Property | | | | | | | | | | | | |
| 11000 | 2200 | 57331 | 0000 | Fixed Assets (more than \$5,000) | | | | | | | | | | |
| 11000 | 2200 | 57332 | 0000 | Supply Assets (\$5,000 or less) | | | | | | | | | | |
| | | | | Total: Property | \$0.00 | | \$0.00 | | \$0.00 | | \$0.00 | | \$0.00 | |
| 11000 | 2200 | | | TOTAL: SUPPORT SERVICES - INSTRUCTION | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 |

Charter's Five Year Budget Plan

| FUND | FUNCTION | OBJECT | JOB CLASS | OBJECT DESCRIPTION | PROJ. AMT (YEAR 1) | FTE | PROJ. AMT (YEAR 2) | FTE | PROJ. AMT (YEAR 3) | FTE | PROJ. AMT (YEAR 4) | FTE | PROJ. AMT (YEAR 5) | FTE |
|-------|--|---|-----------|---|--------------------|------|--------------------|------|--------------------|------|--------------------|------|--------------------|------|
| 11000 | EXPENDITURES | | | | | | | | | | | | | |
| | Function-2300 - General Administration | | | | | | | | | | | | | |
| | | Personnel Services - Compensation | | | | | | | | | | | | |
| 11000 | 2300 | 51100 | 1113 | Salaries Expense: Administrative Associates | | | | | | | | | | |
| 11000 | 2300 | 51100 | 1114 | Salaries Expense: Administrative Assistants | | | | | | | | | | |
| 11000 | 2300 | 51100 | 1217 | Salaries Expense: Secretary, Clerical, Technical Assistants | | | | | | | | | | |
| 11000 | 2300 | 51100 | 1511 | Salaries Expense: Data Processing | | | | | | | | | | |
| | | | | Total: Personnel Services - Compensation | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 |
| | | Personnel Services - Employee Benefits | | | | | | | | | | | | |
| 11000 | 2300 | 52111 | 0000 | Educational Retirement | | | | | | | | | | |
| 11000 | 2300 | 52112 | 0000 | ERA - Retiree Health | | | | | | | | | | |
| 11000 | 2300 | 52210 | 0000 | FICA Payments | | | | | | | | | | |
| 11000 | 2300 | 52220 | 0000 | Medicare Payments | | | | | | | | | | |
| 11000 | 2300 | 52311 | 0000 | Health and Medical Premiums | | | | | | | | | | |
| 11000 | 2300 | 52312 | 0000 | Life | | | | | | | | | | |
| 11000 | 2300 | 52313 | 0000 | Dental | | | | | | | | | | |
| 11000 | 2300 | 52314 | 0000 | Vision | | | | | | | | | | |
| 11000 | 2300 | 52315 | 0000 | Disability | | | | | | | | | | |
| 11000 | 2300 | 52316 | 0000 | Other Insurance | | | | | | | | | | |
| 11000 | 2300 | 52500 | 0000 | Unemployment Compensation | | | | | | | | | | |
| 11000 | 2300 | 52710 | 0000 | Workers Compensation Premium | | | | | | | | | | |
| 11000 | 2300 | 52720 | 0000 | Workers Compensation Employer's Fee | | | | | | | | | | |
| 11000 | 2300 | 52730 | 0000 | Workers Compensation (Self Insured) | | | | | | | | | | |
| 11000 | 2300 | 52911 | 0000 | Cafeteria Plan Fees | | | | | | | | | | |
| 11000 | 2300 | 52912 | 0000 | Employee Assistance Programs | | | | | | | | | | |
| 11000 | 2300 | 52913 | 0000 | Workers Compensation Employee Fees | | | | | | | | | | |
| 11000 | 2300 | 52914 | 0000 | Deferred Sick Leave Reserve | | | | | | | | | | |
| | | | | Total: Personnel Services - Employee Benefits | \$0.00 | | \$0.00 | | \$0.00 | | \$0.00 | | \$0.00 | |
| | | Purchased Professional and Technical Services | | | | | | | | | | | | |
| 11000 | 2300 | 53411 | 0000 | Auditing | | | | | | | | | | |
| 11000 | 2300 | 53412 | 0000 | Bond/Board Elections | | | | | | | | | | |
| 11000 | 2300 | 53413 | 0000 | Legal | | | | | | | | | | |
| 11000 | 2300 | 53414 | 0000 | Other Professional Services | | | | | | | | | | |
| 11000 | 2300 | 53711 | 0000 | Other Charges | | | | | | | | | | |
| | | | | Total: Purchased Professional and Tech Services | \$0.00 | | \$0.00 | | \$0.00 | | \$0.00 | | \$0.00 | |
| | | Other Purchased Services | | | | | | | | | | | | |
| 11000 | 2300 | 55400 | 0000 | Advertising | | | | | | | | | | |
| 11000 | 2300 | 55811 | 0000 | Board Travel | | | | | | | | | | |
| 11000 | 2300 | 55812 | 0000 | Board Training | | | | | | | | | | |
| 11000 | 2300 | 55813 | 0000 | Employee Travel - Non-Teachers | | | | | | | | | | |
| 11000 | 2300 | 55814 | 0000 | Employee Training - Non-Teachers | | | | | | | | | | |
| 11000 | 2300 | 55818 | 0000 | Other Travel - Non-Employees | | | | | | | | | | |
| 11000 | 2300 | 55914 | 0000 | Contracts - Interagency | | | | | | | | | | |
| 11000 | 2300 | 55915 | 0000 | Other Contract Services | | | | | | | | | | |
| | | | | Total: Other Purchased Services | \$0.00 | | \$0.00 | | \$0.00 | | \$0.00 | | \$0.00 | |
| | | Supplies | | | | | | | | | | | | |
| 11000 | 2300 | 56113 | 0000 | Software | | | | | | | | | | |
| 11000 | 2300 | 56115 | 0000 | Board Expenses | | | | | | | | | | |
| 11000 | 2300 | 56118 | 0000 | General Supplies and Materials | | | | | | | | | | |
| | | | | Total: Supplies | \$0.00 | | \$0.00 | | \$0.00 | | \$0.00 | | \$0.00 | |
| | | Property | | | | | | | | | | | | |
| 11000 | 2300 | 57331 | 0000 | Fixed Assets (more than \$5,000) | | | | | | | | | | |
| 11000 | 2300 | 57332 | 0000 | Supply Assets (\$5,000 or less) | | | | | | | | | | |
| | | | | Total: Property | \$0.00 | | \$0.00 | | \$0.00 | | \$0.00 | | \$0.00 | |
| 11000 | 2300 | | | TOTAL: GENERAL ADMINISTRATION | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 |
| | Function-2400 - School Administration | | | | | | | | | | | | | |
| | | Personnel Services - Compensation | | | | | | | | | | | | |
| 11000 | 2400 | 51100 | 1112 | Salaries Expense: Principal | | | | | | | | | | |
| 11000 | 2400 | 51100 | 1211 | Salaries Expense: Coordinator/Subject Matter Specialist | | | | | | | | | | |
| 11000 | 2400 | 51100 | 1217 | Salaries Expense: Secretary, Clerical, Technical Assistants | | | | | | | | | | |
| 11000 | 2400 | 51100 | 1511 | Salaries Expense: Data Processing | | | | | | | | | | |
| | | | | Total: Personnel Services - Compensation | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 |

| FUND | FUNCTION | OBJECT | JOB CLASS | OBJECT DESCRIPTION | PROJ. AMT (YEAR 1) | FTE | PROJ. AMT (YEAR 2) | FTE | PROJ. AMT (YEAR 3) | FTE | PROJ. AMT (YEAR 4) | FTE | PROJ. AMT (YEAR 5) | FTE |
|-------|----------------------------------|---|-----------|---|-----------------------|------|-----------------------|------|-----------------------|------|-----------------------|------|-----------------------|------|
| 11000 | EXPENDITURES | | | | | | | | | | | | | |
| | | Personnel Services - Employee Benefits | | | | | | | | | | | | |
| 11000 | 2400 | 52111 | 0000 | Educational Retirement | | | | | | | | | | |
| 11000 | 2400 | 52112 | 0000 | ERA - Retiree Health | | | | | | | | | | |
| 11000 | 2400 | 52210 | 0000 | FICA Payments | | | | | | | | | | |
| 11000 | 2400 | 52220 | 0000 | Medicare Payments | | | | | | | | | | |
| 11000 | 2400 | 52311 | 0000 | Health and Medical Premiums | | | | | | | | | | |
| 11000 | 2400 | 52312 | 0000 | Life | | | | | | | | | | |
| 11000 | 2400 | 52313 | 0000 | Dental | | | | | | | | | | |
| 11000 | 2400 | 52314 | 0000 | Vision | | | | | | | | | | |
| 11000 | 2400 | 52315 | 0000 | Disability | | | | | | | | | | |
| 11000 | 2400 | 52316 | 0000 | Other Insurance | | | | | | | | | | |
| 11000 | 2400 | 52500 | 0000 | Unemployment Compensation | | | | | | | | | | |
| 11000 | 2400 | 52710 | 0000 | Workers Compensation Premium | | | | | | | | | | |
| 11000 | 2400 | 52720 | 0000 | Workers Compensation Employer's Fee | | | | | | | | | | |
| 11000 | 2400 | 52730 | 0000 | Workers Compensation (Self Insured) | | | | | | | | | | |
| 11000 | 2400 | 52911 | 0000 | Cafeteria Plan Fees | | | | | | | | | | |
| 11000 | 2400 | 52912 | 0000 | Employee Assistance Programs | | | | | | | | | | |
| 11000 | 2400 | 52913 | 0000 | Workers Compensation Employee Fees | | | | | | | | | | |
| 11000 | 2400 | 52914 | 0000 | Deferred Sick Leave Reserve | | | | | | | | | | |
| | | | | Total: Personnel Services - Employee Benefits | \$0.00 | | \$0.00 | | \$0.00 | | \$0.00 | | \$0.00 | |
| | | Purchased Professional and Technical Services | | | | | | | | | | | | |
| 11000 | 2400 | 53414 | 0000 | Other Professional Services | | | | | | | | | | |
| 11000 | 2400 | 53711 | 0000 | Other Charges | | | | | | | | | | |
| | | | | Total: Purchased Professional and Technical Services | \$0.00 | | \$0.00 | | \$0.00 | | \$0.00 | | \$0.00 | |
| | | Other Purchased Services | | | | | | | | | | | | |
| 11000 | 2400 | 55813 | 0000 | Employee Travel - Non-Teachers | | | | | | | | | | |
| 11000 | 2400 | 55814 | 0000 | Employee Training - Non-Teachers | | | | | | | | | | |
| 11000 | 2400 | 55914 | 0000 | Contracts - Interagency | | | | | | | | | | |
| 11000 | 2400 | 55915 | 0000 | Other Contract Services | | | | | | | | | | |
| | | | | Total: Other Purchased Services | \$0.00 | | \$0.00 | | \$0.00 | | \$0.00 | | \$0.00 | |
| | | Supplies | | | | | | | | | | | | |
| 11000 | 2400 | 56113 | 0000 | Software | | | | | | | | | | |
| 11000 | 2400 | 56118 | 0000 | General Supplies and Materials | | | | | | | | | | |
| | | | | Total: Supplies | \$0.00 | | \$0.00 | | \$0.00 | | \$0.00 | | \$0.00 | |
| | | Property | | | | | | | | | | | | |
| 11000 | 2400 | 57331 | 0000 | Fixed Assets (more than \$5,000) | | | | | | | | | | |
| 11000 | 2400 | 57332 | 0000 | Supply Assets (\$5,000 or less) | | | | | | | | | | |
| | | | | Total: Property | \$0.00 | | \$0.00 | | \$0.00 | | \$0.00 | | \$0.00 | |
| 11000 | 2400 | | | TOTAL: SCHOOL ADMINISTRATION | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 |
| | Function-2500 - Central Services | | | | | | | | | | | | | |
| | | Personnel Services - Compensation | | | | | | | | | | | | |
| 11000 | 2500 | 51100 | 1113 | Salaries Expense: Administrative Associates | | | | | | | | | | |
| 11000 | 2500 | 51100 | 1114 | Salaries Expense: Administrative Assistants | | | | | | | | | | |
| 11000 | 2500 | 51100 | 1115 | Salaries Expense: Assoc. Supt.-Fin./Business Manager | | | | | | | | | | |
| 11000 | 2500 | 51100 | 1217 | Salaries Expense: Secretary, Clerical, Technical Assistants | | | | | | | | | | |
| 11000 | 2500 | 51100 | 1220 | Salaries Expense: Business Office Support | | | | | | | | | | |
| 11000 | 2500 | 51100 | 1511 | Salaries Expense: Data Processing | | | | | | | | | | |
| | | | | Total: Personnel Services - Compensation | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 |
| | | Personnel Services - Employee Benefits | | | | | | | | | | | | |
| 11000 | 2500 | 52111 | 0000 | Educational Retirement | | | | | | | | | | |
| 11000 | 2500 | 52112 | 0000 | ERA - Retiree Health | | | | | | | | | | |
| 11000 | 2500 | 52210 | 0000 | FICA Payments | | | | | | | | | | |
| 11000 | 2500 | 52220 | 0000 | Medicare Payments | | | | | | | | | | |
| 11000 | 2500 | 52311 | 0000 | Health and Medical Premiums | | | | | | | | | | |
| 11000 | 2500 | 52312 | 0000 | Life | | | | | | | | | | |
| 11000 | 2500 | 52313 | 0000 | Dental | | | | | | | | | | |
| 11000 | 2500 | 52314 | 0000 | Vision | | | | | | | | | | |
| 11000 | 2500 | 52315 | 0000 | Disability | | | | | | | | | | |
| 11000 | 2500 | 52316 | 0000 | Other Insurance | | | | | | | | | | |
| 11000 | 2500 | 52500 | 0000 | Unemployment Compensation | | | | | | | | | | |
| 11000 | 2500 | 52710 | 0000 | Workers Compensation Premium | | | | | | | | | | |
| 11000 | 2500 | 52720 | 0000 | Workers Compensation Employer's Fee | | | | | | | | | | |
| 11000 | 2500 | 52730 | 0000 | Workers Compensation (Self Insured) | | | | | | | | | | |
| 11000 | 2500 | 52911 | 0000 | Cafeteria Plan Fees | | | | | | | | | | |
| 11000 | 2500 | 52912 | 0000 | Employee Assistance Programs | | | | | | | | | | |
| 11000 | 2500 | 52913 | 0000 | Workers Compensation Employee Fees | | | | | | | | | | |

Charter's Five Year Budget Plan

| FUND | FUNCTION | OBJECT | JOB CLASS | OBJECT DESCRIPTION | PROJ. AMT (YEAR 1) | FTE | PROJ. AMT (YEAR 2) | FTE | PROJ. AMT (YEAR 3) | FTE | PROJ. AMT (YEAR 4) | FTE | PROJ. AMT (YEAR 5) | FTE |
|-------|--------------|--------|-----------|---|-----------------------|-----|-----------------------|-----|-----------------------|-----|-----------------------|-----|-----------------------|-----|
| 11000 | EXPENDITURES | | | | | | | | | | | | | |
| 11000 | 2500 | 52914 | 0000 | Deferred Sick Leave Reserve | | | | | | | | | | |
| | | | | Total: Personnel Services - Employee Benefits | \$0.00 | | \$0.00 | | \$0.00 | | \$0.00 | | \$0.00 | |

| FUND | FUNCTION | OBJECT | JOB CLASS | OBJECT DESCRIPTION | PROJ. AMT (YEAR 1) | FTE | PROJ. AMT (YEAR 2) | FTE | PROJ. AMT (YEAR 3) | FTE | PROJ. AMT (YEAR 4) | FTE | PROJ. AMT (YEAR 5) | FTE |
|-------|--|--------|-----------|---|--------------------|------|--------------------|------|--------------------|------|--------------------|------|--------------------|------|
| 11000 | EXPENDITURES | | | | | | | | | | | | | |
| | | | | Purchased Professional and Technical Services | | | | | | | | | | |
| 11000 | 2500 | 53414 | 0000 | Other Professional Services | | | | | | | | | | |
| 11000 | 2500 | 53711 | 0000 | Other Charges | | | | | | | | | | |
| | | | | Total: Purchased Professional and Technical Services | \$0.00 | | \$0.00 | | \$0.00 | | \$0.00 | | \$0.00 | |
| | | | | Other Purchased Services | | | | | | | | | | |
| 11000 | 2500 | 55400 | 0000 | Advertising | | | | | | | | | | |
| 11000 | 2500 | 55813 | 0000 | Employee Travel - Non-Teachers | | | | | | | | | | |
| 11000 | 2500 | 55814 | 0000 | Employee Training - Non-Teachers | | | | | | | | | | |
| 11000 | 2500 | 55914 | 0000 | Contracts - Interagency | | | | | | | | | | |
| 11000 | 2500 | 55915 | 0000 | Other Contract Services | | | | | | | | | | |
| | | | | Total: Other Purchased Services | \$0.00 | | \$0.00 | | \$0.00 | | \$0.00 | | \$0.00 | |
| | | | | Supplies | | | | | | | | | | |
| 11000 | 2500 | 56113 | 0000 | Software | | | | | | | | | | |
| 11000 | 2500 | 56118 | 0000 | General Supplies and Materials | | | | | | | | | | |
| | | | | Total: Supplies | \$0.00 | | \$0.00 | | \$0.00 | | \$0.00 | | \$0.00 | |
| | | | | Property | | | | | | | | | | |
| 11000 | 2500 | 57331 | 0000 | Fixed Assets (more than \$5,000) | | | | | | | | | | |
| 11000 | 2500 | 57332 | 0000 | Supply Assets (\$5,000 or less) | | | | | | | | | | |
| | | | | Total: Property | \$0.00 | | \$0.00 | | \$0.00 | | \$0.00 | | \$0.00 | |
| 11000 | 2500 | | | TOTAL: CENTRAL SERVICES | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 |
| | Function-2600 - Operation and Maintenance of Plant | | | | | | | | | | | | | |
| | | | | Personnel Services - Compensation | | | | | | | | | | |
| 11000 | 2600 | 51100 | 1113 | Salaries Expense: Administrative Associates | | | | | | | | | | |
| 11000 | 2600 | 51100 | 1114 | Salaries Expense: Administrative Assistants | | | | | | | | | | |
| 11000 | 2600 | 51100 | 1217 | Salaries Expense: Secretary, Clerical, Technical Assistants | | | | | | | | | | |
| 11000 | 2600 | 51100 | 1219 | Salaries Expense: Duty Personnel | | | | | | | | | | |
| 11000 | 2600 | 51100 | 1614 | Salaries Expense: Maintenance | | | | | | | | | | |
| 11000 | 2600 | 51100 | 1615 | Salaries Expense: Custodial | | | | | | | | | | |
| 11000 | 2600 | 51100 | 1623 | Salaries Expense: Crosswalk Guards | | | | | | | | | | |
| | | | | Total: Personnel Services - Compensation | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 |
| | | | | Personnel Services - Employee Benefits | | | | | | | | | | |
| 11000 | 2600 | 52111 | 0000 | Educational Retirement | | | | | | | | | | |
| 11000 | 2600 | 52112 | 0000 | ERA - Retiree Health | | | | | | | | | | |
| 11000 | 2600 | 52210 | 0000 | FICA Payments | | | | | | | | | | |
| 11000 | 2600 | 52220 | 0000 | Medicare Payments | | | | | | | | | | |
| 11000 | 2600 | 52311 | 0000 | Health and Medical Premiums | | | | | | | | | | |
| 11000 | 2600 | 52312 | 0000 | Life | | | | | | | | | | |
| 11000 | 2600 | 52313 | 0000 | Dental | | | | | | | | | | |
| 11000 | 2600 | 52314 | 0000 | Vision | | | | | | | | | | |
| 11000 | 2600 | 52315 | 0000 | Disability | | | | | | | | | | |
| 11000 | 2600 | 52316 | 0000 | Other Insurance | | | | | | | | | | |
| 11000 | 2600 | 52500 | 0000 | Unemployment Compensation | | | | | | | | | | |
| 11000 | 2600 | 52710 | 0000 | Workers Compensation Premium | | | | | | | | | | |
| 11000 | 2600 | 52720 | 0000 | Workers Compensation Employer's Fee | | | | | | | | | | |
| 11000 | 2600 | 52730 | 0000 | Workers Compensation (Self Insured) | | | | | | | | | | |
| 11000 | 2600 | 52911 | 0000 | Cafeteria Plan Fees | | | | | | | | | | |
| 11000 | 2600 | 52912 | 0000 | Employee Assistance Programs | | | | | | | | | | |
| 11000 | 2600 | 52913 | 0000 | Workers Compensation Employee Fees | | | | | | | | | | |
| 11000 | 2600 | 52914 | 0000 | Deferred Sick Leave Reserve | | | | | | | | | | |
| | | | | Total: Personnel Services - Employee Benefits | \$0.00 | | \$0.00 | | \$0.00 | | \$0.00 | | \$0.00 | |
| | | | | Purchased Professional and Technical Services | | | | | | | | | | |
| 11000 | 2600 | 53711 | 0000 | Other Charges | | | | | | | | | | |
| | | | | Total: Purchased Professional and Tech Services | \$0.00 | | \$0.00 | | \$0.00 | | \$0.00 | | \$0.00 | |
| | | | | Purchased Property Services | | | | | | | | | | |
| 11000 | 2600 | 54311 | 0000 | Maintenance & Repair - Furniture/Fixtures/Equipment | | | | | | | | | | |
| 11000 | 2600 | 54312 | 0000 | Maintenance & Repair - Buildings and Grounds | | | | | | | | | | |
| 11000 | 2600 | 54313 | 0000 | Maintenance & Repair - Vehicles | | | | | | | | | | |
| 11000 | 2600 | 54411 | 0000 | Electricity | | | | | | | | | | |
| 11000 | 2600 | 54412 | 0000 | Natural Gas (Buildings) | | | | | | | | | | |
| 11000 | 2600 | 54413 | 0000 | Propane/Butane (Buildings) | | | | | | | | | | |
| 11000 | 2600 | 54414 | 0000 | Other Energy (Buildings) | | | | | | | | | | |
| 11000 | 2600 | 54415 | 0000 | Water/Sewage | | | | | | | | | | |
| 11000 | 2600 | 54416 | 0000 | Communication Services | | | | | | | | | | |
| 11000 | 2600 | 54610 | 0000 | Rental - Land and Buildings | | | | | | | | | | |
| 11000 | 2600 | 54620 | 0000 | Rental - Equipment and Vehicles | | | | | | | | | | |
| 11000 | 2600 | 54630 | 0000 | Rental - Computers and Related Equipment | | | | | | | | | | |

Charter's Five Year Budget Plan

| FUND | FUNCTION | OBJECT | JOB CLASS | OBJECT DESCRIPTION | PROJ. AMT (YEAR 1) | FTE | PROJ. AMT (YEAR 2) | FTE | PROJ. AMT (YEAR 3) | FTE | PROJ. AMT (YEAR 4) | FTE | PROJ. AMT (YEAR 5) | FTE |
|-------|--------------|--------|-----------|------------------------------------|--------------------|-----|--------------------|-----|--------------------|-----|--------------------|-----|--------------------|-----|
| 11000 | EXPENDITURES | | | | | | | | | | | | | |
| | | | | Total: Purchased Property Services | \$0.00 | | \$0.00 | | \$0.00 | | \$0.00 | | \$0.00 | |

Charter's Five Year Budget Plan

| FUND | FUNCTION | OBJECT | JOB CLASS | OBJECT DESCRIPTION | PROJ. AMT (YEAR 1) | FTE | PROJ. AMT (YEAR 2) | FTE | PROJ. AMT (YEAR 3) | FTE | PROJ. AMT (YEAR 4) | FTE | PROJ. AMT (YEAR 5) | FTE |
|-------|--|---|-----------|---|--------------------|------|--------------------|------|--------------------|------|--------------------|------|--------------------|------|
| 11000 | EXPENDITURES | | | | | | | | | | | | | |
| | | Other Purchased Services | | | | | | | | | | | | |
| 11000 | 2600 | 55200 | 0000 | Property/Liability Insurance | | | | | | | | | | |
| 11000 | 2600 | 55813 | 0000 | Employee Travel - Non-Teachers | | | | | | | | | | |
| 11000 | 2600 | 55814 | 0000 | Employee Training - Non-Teachers | | | | | | | | | | |
| 11000 | 2600 | 55914 | 0000 | Contracts - Interagency | | | | | | | | | | |
| 11000 | 2600 | 55915 | 0000 | Other Contract Services | | | | | | | | | | |
| | | | | Total: Other Purchased Services | \$0.00 | | \$0.00 | | \$0.00 | | \$0.00 | | \$0.00 | |
| | | Supplies | | | | | | | | | | | | |
| 11000 | 2600 | 56113 | 0000 | Software | | | | | | | | | | |
| 11000 | 2600 | 56118 | 0000 | General Supplies and Materials | | | | | | | | | | |
| 11000 | 2600 | 56210 | 0000 | Natural Gas (Vehicles) | | | | | | | | | | |
| 11000 | 2600 | 56211 | 0000 | Gasoline | | | | | | | | | | |
| 11000 | 2600 | 56212 | 0000 | Diesel Fuel | | | | | | | | | | |
| 11000 | 2600 | 56213 | 0000 | Propane (Vehicles) | | | | | | | | | | |
| 11000 | 2600 | 56214 | 0000 | Lubricants/Anti-Freeze | | | | | | | | | | |
| 11000 | 2600 | 56215 | 0000 | Tires/Tubes | | | | | | | | | | |
| 11000 | 2600 | 56216 | 0000 | Maintenance Supplies/Parts | | | | | | | | | | |
| | | | | Total: Supplies | \$0.00 | | \$0.00 | | \$0.00 | | \$0.00 | | \$0.00 | |
| | | Property | | | | | | | | | | | | |
| 11000 | 2600 | 57331 | 0000 | Fixed Assets (more than \$5,000) | | | | | | | | | | |
| 11000 | 2600 | 57332 | 0000 | Supply Assets (\$5,000 or less) | | | | | | | | | | |
| | | | | Total: Property | \$0.00 | | \$0.00 | | \$0.00 | | \$0.00 | | \$0.00 | |
| 11000 | 2600 | | | TOTAL: OPERATION AND MAINTENANCE OF PLANT | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 |
| | Function-2700 - Student Transportation | | | | | | | | | | | | | |
| | | Personnel Services - Compensation | | | | | | | | | | | | |
| 11000 | 2700 | 51100 | 1113 | Salaries Expense: Administrative Associates | | | | | | | | | | |
| 11000 | 2700 | 51100 | 1114 | Salaries Expense: Administrative Assistants | | | | | | | | | | |
| 11000 | 2700 | 51100 | 1217 | Salaries Expense: Secretary, Clerical, Technical Assistants | | | | | | | | | | |
| 11000 | 2700 | 51100 | 1319 | Salaries Expense: Special Ed. Assistants | | | | | | | | | | |
| | | | | Total: Personnel Services - Compensation | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 |
| | | Personnel Services - Employee Benefits | | | | | | | | | | | | |
| 11000 | 2700 | 52111 | 0000 | Educational Retirement | | | | | | | | | | |
| 11000 | 2700 | 52112 | 0000 | ERA - Retiree Health | | | | | | | | | | |
| 11000 | 2700 | 52210 | 0000 | FICA Payments | | | | | | | | | | |
| 11000 | 2700 | 52220 | 0000 | Medicare Payments | | | | | | | | | | |
| 11000 | 2700 | 52311 | 0000 | Health and Medical Premiums | | | | | | | | | | |
| 11000 | 2700 | 52312 | 0000 | Life | | | | | | | | | | |
| 11000 | 2700 | 52313 | 0000 | Dental | | | | | | | | | | |
| 11000 | 2700 | 52314 | 0000 | Vision | | | | | | | | | | |
| 11000 | 2700 | 52315 | 0000 | Disability | | | | | | | | | | |
| 11000 | 2700 | 52316 | 0000 | Other Insurance | | | | | | | | | | |
| 11000 | 2700 | 52500 | 0000 | Unemployment Compensation | | | | | | | | | | |
| 11000 | 2700 | 52710 | 0000 | Workers Compensation Premium | | | | | | | | | | |
| 11000 | 2700 | 52720 | 0000 | Workers Compensation Employer's Fee | | | | | | | | | | |
| 11000 | 2700 | 52730 | 0000 | Workers Compensation (Self Insured) | | | | | | | | | | |
| 11000 | 2700 | 52911 | 0000 | Cafeteria Plan Fees | | | | | | | | | | |
| 11000 | 2700 | 52912 | 0000 | Employee Assistance Programs | | | | | | | | | | |
| 11000 | 2700 | 52913 | 0000 | Workers Compensation Employee Fees | | | | | | | | | | |
| 11000 | 2700 | 52914 | 0000 | Deferred Sick Leave Reserve | | | | | | | | | | |
| | | | | Total: Personnel Services - Employee Benefits | \$0.00 | | \$0.00 | | \$0.00 | | \$0.00 | | \$0.00 | |
| | | Purchased Professional and Technical Services | | | | | | | | | | | | |
| 11000 | 2700 | 53711 | 0000 | Other Charges | | | | | | | | | | |
| | | | | Total: Purchased Professional and Technical Services | \$0.00 | | \$0.00 | | \$0.00 | | \$0.00 | | \$0.00 | |
| | | Purchased Property Services | | | | | | | | | | | | |
| 11000 | 2700 | 55111 | 0000 | Transportation Per-Capita Feeders | | | | | | | | | | |
| 11000 | 2700 | 55112 | 0000 | Transportation Contractors | | | | | | | | | | |
| | | | | Total: Purchased Property Services | \$0.00 | | \$0.00 | | \$0.00 | | \$0.00 | | \$0.00 | |
| 11000 | 2700 | | | TOTAL: STUDENT TRANSPORTATION | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 |
| 11000 | 2000 | | | TOTAL: SUPPORT SERVICES | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 |

Charter's Five Year Budget Plan

| FUND | FUNCTION | OBJECT | JOB CLASS | OBJECT DESCRIPTION | PROJ. AMT (YEAR 1) | FTE | PROJ. AMT (YEAR 2) | FTE | PROJ. AMT (YEAR 3) | FTE | PROJ. AMT (YEAR 4) | FTE | PROJ. AMT (YEAR 5) | FTE |
|-------|---|---|---|---|-----------------------|------|-----------------------|------|-----------------------|------|-----------------------|------|-----------------------|------|
| 11000 | EXPENDITURES | | | | | | | | | | | | | |
| | Function-3100 - Food Service Operations | | | | | | | | | | | | | |
| | | Personnel Services - Compensation | | | | | | | | | | | | |
| 11000 | 3100 | 51100 | 1113 | Salaries Expense: Administrative Associates | | | | | | | | | | |
| 11000 | 3100 | 51100 | 1114 | Salaries Expense: Administrative Assistants | | | | | | | | | | |
| 11000 | 3100 | 51100 | 1217 | Salaries Expense: Secretary, Clerical, Technical Assistants | | | | | | | | | | |
| 11000 | 3100 | 51100 | 1617 | Salaries Expense: Food Service | | | | | | | | | | |
| | | | Total: Personnel Services - Compensation | | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 |
| | | Personnel Services - Employee Benefits | | | | | | | | | | | | |
| 11000 | 3100 | 52111 | 0000 | Educational Retirement | | | | | | | | | | |
| 11000 | 3100 | 52112 | 0000 | ERA - Retiree Health | | | | | | | | | | |
| 11000 | 3100 | 52210 | 0000 | FICA Payments | | | | | | | | | | |
| 11000 | 3100 | 52220 | 0000 | Medicare Payments | | | | | | | | | | |
| 11000 | 3100 | 52311 | 0000 | Health and Medical Premiums | | | | | | | | | | |
| 11000 | 3100 | 52312 | 0000 | Life | | | | | | | | | | |
| 11000 | 3100 | 52313 | 0000 | Dental | | | | | | | | | | |
| 11000 | 3100 | 52314 | 0000 | Vision | | | | | | | | | | |
| 11000 | 3100 | 52315 | 0000 | Disability | | | | | | | | | | |
| 11000 | 3100 | 52316 | 0000 | Other Insurance | | | | | | | | | | |
| 11000 | 3100 | 52500 | 0000 | Unemployment Compensation | | | | | | | | | | |
| 11000 | 3100 | 52710 | 0000 | Workers Compensation Premium | | | | | | | | | | |
| 11000 | 3100 | 52720 | 0000 | Workers Compensation Employer's Fee | | | | | | | | | | |
| 11000 | 3100 | 52730 | 0000 | Workers Compensation (Self Insured) | | | | | | | | | | |
| 11000 | 3100 | 52911 | 0000 | Cafeteria Plan Fees | | | | | | | | | | |
| 11000 | 3100 | 52912 | 0000 | Employee Assistance Programs | | | | | | | | | | |
| 11000 | 3100 | 52913 | 0000 | Workers Compensation Employee Fees | | | | | | | | | | |
| 11000 | 3100 | 52914 | 0000 | Deferred Sick Leave Reserve | | | | | | | | | | |
| | | | Total: Personnel Services - Employee Benefits | | \$0.00 | | \$0.00 | | \$0.00 | | \$0.00 | | \$0.00 | |
| | Function-3100 - Food Service Operations | | | | | | | | | | | | | |
| | | Purchased Professional and Technical Services | | | | | | | | | | | | |
| 11000 | 3100 | 53411 | 0000 | Auditing | | | | | | | | | | |
| 11000 | 3100 | 53413 | 0000 | Legal | | | | | | | | | | |
| 11000 | 3100 | 53414 | 0000 | Other Professional Services | | | | | | | | | | |
| 11000 | 3100 | 53711 | 0000 | Other Charges | | | | | | | | | | |
| | | | Total: Purchased Professional and Tech Services | | \$0.00 | | \$0.00 | | \$0.00 | | \$0.00 | | \$0.00 | |
| | | Purchased Property Services | | | | | | | | | | | | |
| 11000 | 3100 | 54311 | 0000 | Maintenance & Repair - Furniture/Fixtures/Equipment | | | | | | | | | | |
| 11000 | 3100 | 54312 | 0000 | Maintenance & Repair - Buildings and Grounds | | | | | | | | | | |
| 11000 | 3100 | 54313 | 0000 | Maintenance & Repair - Vehicles | | | | | | | | | | |
| 11000 | 3100 | 54411 | 0000 | Electricity | | | | | | | | | | |
| 11000 | 3100 | 54412 | 0000 | Natural Gas (Buildings) | | | | | | | | | | |
| 11000 | 3100 | 54413 | 0000 | Propane/Butane (Buildings) | | | | | | | | | | |
| 11000 | 3100 | 54414 | 0000 | Other Energy (Buildings) | | | | | | | | | | |
| 11000 | 3100 | 54415 | 0000 | Water/Sewage | | | | | | | | | | |
| 11000 | 3100 | 54416 | 0000 | Communication Services | | | | | | | | | | |
| 11000 | 3100 | 54610 | 0000 | Rental - Land and Buildings | | | | | | | | | | |
| 11000 | 3100 | 54620 | 0000 | Rental - Equipment and Vehicles | | | | | | | | | | |
| 11000 | 3100 | 54630 | 0000 | Rental - Computers and Related Equipment | | | | | | | | | | |
| | | | Total: Purchased Property Services | | \$0.00 | | \$0.00 | | \$0.00 | | \$0.00 | | \$0.00 | |
| | | Other Purchased Services | | | | | | | | | | | | |
| 11000 | 3100 | 55813 | 0000 | Employee Travel - Non-Teachers | | | | | | | | | | |
| 11000 | 3100 | 55814 | 0000 | Employee Training - Non-Teachers | | | | | | | | | | |
| 11000 | 3100 | 55914 | 0000 | Contracts - Interagency | | | | | | | | | | |
| 11000 | 3100 | 55915 | 0000 | Other Contract Services | | | | | | | | | | |
| | | | Total: Other Purchased Services | | \$0.00 | | \$0.00 | | \$0.00 | | \$0.00 | | \$0.00 | |
| | | Supplies | | | | | | | | | | | | |
| 11000 | 3100 | 56113 | 0000 | Software | | | | | | | | | | |
| 11000 | 3100 | 56116 | 0000 | Food | | | | | | | | | | |
| 11000 | 3100 | 56117 | 0000 | Non-Food | | | | | | | | | | |
| 11000 | 3100 | 56118 | 0000 | General Supplies and Materials | | | | | | | | | | |
| | | | Total: Supplies | | \$0.00 | | \$0.00 | | \$0.00 | | \$0.00 | | \$0.00 | |
| | | Property | | | | | | | | | | | | |
| 11000 | 3100 | 57331 | 0000 | Fixed Assets (more than \$5,000) | | | | | | | | | | |
| 11000 | 3100 | 57332 | 0000 | Supply Assets (\$5,000 or less) | | | | | | | | | | |
| | | | Total: Property | | \$0.00 | | \$0.00 | | \$0.00 | | \$0.00 | | \$0.00 | |
| 11000 | 3100 | | | TOTAL: FOOD SERVICES OPERATIONS | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 |

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Charter's Five Year Budget Plan

| FUND | FUNCTION | OBJECT | JOB CLASS | OBJECT DESCRIPTION | PROJ. AMT (YEAR 1) | FTE | PROJ. AMT (YEAR 2) | FTE | PROJ. AMT (YEAR 3) | FTE | PROJ. AMT (YEAR 4) | FTE | PROJ. AMT (YEAR 5) | FTE |
|-------|---|--|-----------|---|--------------------|------|--------------------|------|--------------------|------|--------------------|------|--------------------|------|
| 11000 | EXPENDITURES | | | | | | | | | | | | | |
| | Function-3300 - Community Services Operations | | | | | | | | | | | | | |
| | | Personnel Services - Compensation | | | | | | | | | | | | |
| 11000 | 3300 | 51100 | 1619 | Salaries Expense: Adult Education | | | | | | | | | | |
| 11000 | 3300 | 51100 | 1620 | Salaries Expense: Recreation | | | | | | | | | | |
| 11000 | 3300 | 51100 | 1621 | Salaries Expense: Summer School/After School | | | | | | | | | | |
| 11000 | 3300 | 51100 | 1622 | Salaries Expense: Bus Drivers | | | | | | | | | | |
| 11000 | 3300 | 51100 | 1625 | Salaries Expense: Extended Services to Students | | | | | | | | | | |
| | | | | Total: Personnel Services - Compensation | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 |
| | | Personnel Services - Employee Benefits | | | | | | | | | | | | |
| 11000 | 3300 | 52111 | 0000 | Educational Retirement | | | | | | | | | | |
| 11000 | 3300 | 52112 | 0000 | ERA - Retiree Health | | | | | | | | | | |
| 11000 | 3300 | 52210 | 0000 | FICA Payments | | | | | | | | | | |
| 11000 | 3300 | 52220 | 0000 | Medicare Payments | | | | | | | | | | |
| 11000 | 3300 | 52311 | 0000 | Health and Medical Premiums | | | | | | | | | | |
| 11000 | 3300 | 52312 | 0000 | Life | | | | | | | | | | |
| 11000 | 3300 | 52313 | 0000 | Dental | | | | | | | | | | |
| 11000 | 3300 | 52314 | 0000 | Vision | | | | | | | | | | |
| 11000 | 3300 | 52315 | 0000 | Disability | | | | | | | | | | |
| 11000 | 3300 | 52316 | 0000 | Other Insurance | | | | | | | | | | |
| 11000 | 3300 | 52500 | 0000 | Unemployment Compensation | | | | | | | | | | |
| 11000 | 3300 | 52710 | 0000 | Workers Compensation Premium | | | | | | | | | | |
| 11000 | 3300 | 52720 | 0000 | Workers Compensation Employer's Fee | | | | | | | | | | |
| 11000 | 3300 | 52730 | 0000 | Workers Compensation (Self Insured) | | | | | | | | | | |
| 11000 | 3300 | 52911 | 0000 | Cafeteria Plan Fees | | | | | | | | | | |
| 11000 | 3300 | 52912 | 0000 | Employee Assistance Programs | | | | | | | | | | |
| 11000 | 3300 | 52913 | 0000 | Workers Compensation Employee Fees | | | | | | | | | | |
| 11000 | 3300 | 52914 | 0000 | Deferred Sick Leave Reserve | | | | | | | | | | |
| | | | | Total: Personnel Services - Employee Benefits | \$0.00 | | \$0.00 | | \$0.00 | | \$0.00 | | \$0.00 | |
| | | Other Purchased Services | | | | | | | | | | | | |
| 11000 | 3300 | 55200 | 0000 | Property/Liability Insurance | | | | | | | | | | |
| 11000 | 3300 | 55813 | 0000 | Employee Travel - Non-Teachers | | | | | | | | | | |
| 11000 | 3300 | 55814 | 0000 | Employee Training - Non-Teachers | | | | | | | | | | |
| 11000 | 3300 | 55817 | 0000 | Student Travel | | | | | | | | | | |
| 11000 | 3300 | 55818 | 0000 | Other Travel - Non-Employees | | | | | | | | | | |
| 11000 | 3300 | 55914 | 0000 | Contracts - Interagency | | | | | | | | | | |
| 11000 | 3300 | 55915 | 0000 | Other Contract Services | | | | | | | | | | |
| | | | | Total: Other Purchased Services | \$0.00 | | \$0.00 | | \$0.00 | | \$0.00 | | \$0.00 | |
| | | Supplies | | | | | | | | | | | | |
| 11000 | 3300 | 56118 | 0000 | General Supplies and Materials | | | | | | | | | | |
| | | | | Total: Supplies | \$0.00 | | \$0.00 | | \$0.00 | | \$0.00 | | \$0.00 | |
| 11000 | 3300 | | | TOTAL: COMMUNITY SERVICES OPERATIONS | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 |
| 11000 | 3000 | | | TOTAL: OPERATION OF NON-INSTRUCTIONAL SERVICES | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 |
| 11000 | | | | TOTAL: OPERATIONAL FUND | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 | \$0.00 | 0.00 |