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CHRISTOPHER RUSZKOWSKI
SECRETARY-DESIGNATE OF EDUCATION

SUSANA MARTINEZ
Governor

August 6, 2018

Dear Public Education Commissioners:

Enclosed is the 2018 Charter School Application Final Analysis and Recommendation for Raices del Saber Xinachtli Community School applying for a state charter in Las Cruces, NM to serve grades K - 5 and represented by founders, Lucia V. Carmona and Jane Asche. The staff at the Charter Schools Division (CSD) along with a team of independent reviewers gave full consideration to the information gathered in this process.

The CSD has provided evidence and rationale gathered from the independent reviewers' team analyses and interviews to fully support the recommendation in this evaluation.

Thank you all for your hard work and dedication to ensure that New Mexico's Charter Schools provide innovative, quality education to New Mexico's students.

Sincerely,

A handwritten signature in blue ink, appearing to read "Katie Poulos".

Katie Poulos
Assistant Secretary of Education
Options for Parents and Families

I. Recommendation

☐ **APPROVE**

Overall the application is complete and adequate; and during their Capacity Interview, the applicant(s) demonstrated a clear capacity to implement the academic, organizational and financial management plans as described in the application. Nothing was identified that would indicate the applicant(s) do not have the experience, knowledge, and competence to successfully open and operate a charter school.

☐ **APPROVE WITH CONDITIONS**

Overall the application is complete and adequate; and during their Capacity Interview, the applicant(s) demonstrated a general capacity to implement the academic, organizational and financial management plans as described in the application. However, the CSD has identified some specific concerns that would need to be addressed during the planning year. The CSD has listed the noted concerns and conditions to address the concerns below. If the PEC determines that there are any additional conditions that need to be addressed, those should be noted during the public hearing and all approved conditions negotiated in the final contract.

PROPOSED CONDITIONS

☒ **DENY**

Overall the application is either incomplete or inadequate; and/or during their Capacity Interview, the applicant(s) did not sufficiently demonstrate the experience, knowledge, and competence to successfully open and operate a charter school.

The Charter Schools Act, in paragraph 1 of Subsection L of Section 22-8B-6 NMSA 1978, states that a chartering authority may approve, approve with conditions or deny an application. A chartering authority may deny an application if:

- (1) the application is incomplete or inadequate;
- (2) the application does not propose to offer an educational program consistent with the requirements and purposes of the Charter Schools Act;
- (3) the proposed head administrator or other administrative or fiscal staff was involved with another charter school whose charter was denied or revoked for fiscal management or the proposed head administrator or other administrative or fiscal staff was discharged from a public school for fiscal mismanagement;
- (4) for a proposed state-chartered charter school, it does not request to have the governing body of the charter school designated as a board of finance or the governing body does not qualify as a board of finance; or
- (5) 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.

CHARTER SCHOOLS DIVISION

By: _____

Katie Poulos, Assistant Secretary of Education - Options for Parents and Families

I. Overall Score Sheet

Section	Points Received	Applicant School's Possible Points
Application Overall Score	198	284
• Education Plan/Academic Framework	54	84
• Organizational Plan and Governance/Organizational Framework	90	132
• Business Plan/ Financial Framework	34	44
• Evidence of Support	20	24
Capacity Interview Overall Score	50	92
Overall Score – Application and Capacity Interview	248	376

II. Explanation Regarding Use of the Score Sheet

In the Recommendation and Final Analysis, the PED has considered the overall score in the written application as evaluated by an external team which includes a licensed New Mexico administrator, teacher, and business official; responses provided during the Capacity Interview that was conducted by the external review team; feedback expressed at the Community Input Hearing on July 20, 2018, as well as information obtained from the letters of support or opposition received after the Community Input Hearing; and additional relevant information.

Also please note two additional considerations:

- First, the CSD does not score the community input hearing, but may reference it in this Recommendation and Final Analysis to document any pertinent information offered that contradicts or affirms what was found in the application.
- Second, if the applicant school did not answer any prompt (question) because that prompt did not apply to the applicant school (e.g., the applicant school will be an elementary school and so did not provide responses to graduation-related prompts), then the CSD adjusted the total possible points in the application section where the

non-applicable item(s) is found, as well as in the final score. For this reason, you may see varying possible total points from application to application.

III. Final Analysis

Application Section	Points Received	Applicant School's Possible Points
EDUCATION PLAN/ACADEMIC FRAMEWORK	54	84
<p>Evidence/Statements Supporting Score in this Section:</p> <p>The applicant review team found this section to be complete but inadequate. The applicant scored “Meets Criteria” in three (3) areas and “Approaches the Criteria” in ten (10) areas. One area (Graduation Requirements) was not applicable.</p> <p>According to the evaluators, with respect to the application, the following areas were found to be inadequate for the reasons described:</p> <p>I.B. Mission Specific Indicators</p> <p>“The applicant’s narrative provides a mission-specific goal written in the SMART format. The goal is to attain “annual growth in Spanish by 5 points as measured by the IPT and IPT 1 and .5 annual growth in English for English Learners as measured by WIDA ACCESS 2.0.” Rating categories that include measures and metrics were included. However, it is not clear how the specified goal is rigorous and attainable.”</p> <p>A school-specific question (#16) was asked in the capacity interview on this topic and was scored as “Falls Far Below the Criteria”. The review team reported that “The team’s response did not conclusively state how the specified goal is rigorous for its target population, what specific resources led to that conclusion, and what supports the team’s explanation.”</p> <p>I.C. Curriculum/Ed Program/Student Standards</p> <p>“[W]hile the applicant’s response provides comprehensive information on the curricular resources that make up the school’s curriculum, it does not fully detail the action steps for developing and organizing the curriculum. For example for February 2019 it states: “Develop Framework for instruction for all content areas using state standards and WIDA Spanish Language Development Standards as guides. (LCPS Math and ELA Scope and Sequence will be used as a starting point). Merge readers and writers workshop into the English Language Arts (ELA) curriculum and identify books to purchase for the book room.” No additional information is provided to show how that “Framework” would be developed to ensure the curriculum aligns with the CCSS, NM Content Standards, and the proposed school’s mission. In another example, the timeline in the narrative indicates that the Curriculum and Instruction Team will meet on a monthly basis between March through May, 2019 in order to finalize the scope and sequence for all instruction units. It is not clear how the team will complete the development of the scope and sequence for all units included in the school’s curriculum plan, which include Dual Language/ELA, Math, and Inquiry-based science and social studies.”</p>		

I.F.(1a) Special Education Identification

“Although, the applicant’s response provides a thorough plan for identifying students with special needs, it minimally addresses a process for identifying students for gifted education and does not provide substantial information to describe what instructional support and services will be provided to a student identified as gifted. Furthermore, the narrative does not specify what supports will be provided for the spectrum of needs that students with IEPs may present. Lastly, the narrative lacks detail on the type of training or support that will be provided to teachers and staff to ensure they are able to fulfill their responsibilities.”

I.F.(1b) Special Education Progress

“[T]he narrative minimally addresses what role the administrator will have in monitoring the student’s progress and does not address how the school will evaluate the effectiveness of its special education program and services.”

A school-specific question (#17) was asked in the capacity interview on this topic and was scored as “Falls Far Below the Criteria”. The review team reported that “The team did not address what the specific roles and responsibilities the school administrator will have in supporting the needs of the students and teachers. It was not made clear that specific supports would be provided for students with disabilities outside of the 90:10 model. Although the team stated that data would be gathered, it did not specify what information is collected through observations. Finally, no information was provided to explain how the proposed school will evaluate the effectiveness of the special education program.”

I.F.(2a) ELL Identification

“In regards to addressing how the students will have access to grade level content, the applicant indicates the school will provide instructional materials for core subjects in both languages and students will have access to their respective grade level content, however no additional information is provided to describe how the school will identify the content.”

I.F.(2b) ELL Progress

“[T]he narrative does not clarify the specific responsibilities for the teachers in the team. Another example in the narrative describes that progress of students will be reviewed monthly by the Curriculum-Academic Performance Committee but does not address what specific responsibilities this committee will have in reviewing the data and informing on the data.

Overall, the statements provided in this narrative address a high-level overview of the school’s process.”

I.G.(1) Assessment Plan

“[T]he applicant’s response lacks clarity in explaining how the results for each assessment will inform instruction.”

A school-specific question (#18) was asked in the capacity interview on this topic and was scored as “Approaches the Criteria”. The review team reported that the applicant team described multiple assessments and indicated that those assessments would be reviewed to analyze the proposed school’s main goals. “However, no additional information was provided to demonstrate a clear framework for how data from these multiple assessments drive instruction.”

I.G.(2) Assessment Data

“[T]he applicant does not provide information on the specific timeline and associated costs that go along with the corrective actions described. Furthermore, the narrative does not provide a process for

regularly evaluating the effectiveness of its academic program generally and the effectiveness of specific correction actions or interventions. Lastly, it is not clear in the narrative whether the described processes meet state requirements.”

I.G.(3) Assessment Communications

“Although, the applicant has identified modes of communication, the narrative does not clarify how the communication plan is specified for each source of student achievement data included in H.(1).”

Overall, this section of the application is inadequate as only 23% of the responses were rated “Meets the Criteria” and more than 3 areas (10 areas) were rated “Approaches the Criteria”, with a section score of 64%.

Application Section	Points Received	Applicant School’s Possible Points
ORGANIZATIONAL PLAN AND GOVERNANCE / ORGANIZATIONAL FRAMEWORK	90	132

Evidence/Statements Supporting Score in this Section:

The applicant review team found this section to be complete but inadequate. The applicant scored “Meets Criteria” in nine (9) areas and “Approaches the Criteria” in thirteen (13) areas. Four areas were not applicable and not counted (3rd Party Relationships and Contracts, Waivers, and Transportation).

According to the evaluators, with respect to the application, the following areas were found to be inadequate for the reasons described:

II.A.(3) New Member Process

“It is unclear how the committee will implement each action step or what the process will be to recruit and evaluate new members.

Furthermore, the applicant has not identified a complete process for regular and on-going recruitment. Based on the narrative it is activated only when a vacancy appears on the board. Additionally, the applicant did not provide a fully-detailed process for vetting its potential members to ensure they meet the credentials and experience the board is seeking.”

A school-specific question (#19) was asked in the capacity interview on this topic and was scored as “Approaches the Criteria”. The review team reported that “The applicant’s response did not identify the steps that will take place to identify viable candidates with accounting and legal expertise through the networks and firms.”

II.B.(2) Board Evaluation

“However, no responses to their questions are provided in the narrative to identify how the applicant has thought through the specific steps, timelines and responsibilities as it relates to its school and the fulfillment of its mission.

Lastly, the applicant’s narrative does not address how the board will focus on and support continuous improvement. The applicant states, “this cycle of self-assessment needs to be repeated every year to develop a pattern of continuous improvement in the governance process from year to year. Having goals, objectives, activities, and data collection plans in place annually will be critical to stay on track for

a successful application for renewal of the charter five years (plus a planning year) after the initial charter approval." No additional details on the goals, objectives, activities, and data collection were provided to understand the specificity of the board's plan."

II.C.(1) Board Oversight

"The applicant's response provides a limited plan for monitoring the academic, financial and organizational performance of the school because it lacks the specificity of the timelines and criteria or standards used during the monitoring and evaluation process.

.....the table or narrative do not address the criteria or standards that will be used to ensure the board is "well-informed on the outcomes of these assessment in order to hold the principal accountable for the academic and mission related outcomes of the school." These assessment tools and results do align with several of the key components noted in the narrative.

The applicant's response to monitoring the organizational and financial performance of the school minimally addresses the process the Governance Board will use to oversee and monitor its performance. Although the applicant has identified indicators that will be monitored and evaluated, the narrative lacks information on the timelines and criteria or standard that will be used to determine the school is fulfilling its mission."

II.C.(2) Hiring Head Admin

"[T]he applicant's narrative does not specify the criteria or standards used in the screening tool since the tool has not been established. According to the applicant, "..... a screening tool will be established with criteria and ranking based on job description and Board expectations of this position.....

Although the narrative provides the preferred skills/experience required for a head administrator, it did not explain why and how those skills/experiences ensures the school leader has the capacity to operate a success, high-quality public school or how it takes into account the mission of the school."

II.C.(4) Principal Evaluation

"[I]t was not clear how the plan addresses the mission and goal of the proposed school."

II.D.(1) Org Chart & Relationship

"[B]ased on the narrative and the organizational chart it was unclear how the Director of Operations and Community Engagement communicates with the Concilio (Parent Council)."

II.D.(2) Staff Job Descriptions

"[T]he applicant's narrative lacks specific details on the license requirements for a Pre K - 12 Educational Assistant and does not identify the reporting lines for the business manager, Certified Bilingual Teacher, Special Education Teacher, and Educational Assistant in the narrative and the job descriptions for the identified positions."

II.D.(3) Staffing Plan

"[T]he applicant's response provides a minimal description of a plan for how the school will adjust the staffing needs to respond to budget shortfalls."

II.D.(4) PD/Novice Membership

"[T]he plan lacks any detail on how the general professional development plan and mentorship plan are supported by a budget and the process used to address specific professional development needs that are teacher-specific. Although the narrative states, "Mentoring sessions will be tailored to

individual teacher needs”, it does not include the action steps and associated costs on how those needs will be identified.”

A school-specific question (#20) was asked in the capacity interview on this topic and was scored as “Approaches the Criteria” because the applicant team did not address the cost for the mentorship plan.

II.F.(1) PTA

“...however, the response does not elaborate on how it will help further the school’s mission.”

II.G.(1) Recruitment Plan

“[I]t is not clear if the “documented responses of parents and children attending outreach and recruitment community events” is separate from the data used in the prior statement and how this data will inform the school annually on the effectiveness of the outreach and recruitment efforts in ensuring equal access to the school and how the school will use that information to adjust the outreach and recruitment plan.

Lastly, this plan describes the multiple recruitment activities that will take place, but does not identify the costs associated with those activities.”

II.K.(2) Food Service

“[T]he response does not adequately identify how the school will fund the food service plan costs prior to receiving any applicable reimbursements as evident from the following statement, “Raíces will be responsible for all reporting requirements and anticipate that we will have to cover costs for meal payments until reimbursements for programming from the government are received.” No additional information was provided to describe how the school plans to cover those costs.”

II.L.(2) Facility Identification

“Although, several facilities have been identified, not all of them include information on whether a building meets state requirements, occupancy, adequacy and/or ownership. However, the applicant has identified a viable option located at 201 E. Loham. This facility had been a charter school and currently has E-occupancy and meets the requirements.

The applicant’s response mainly focuses on providing minimal details on the facilities researched but does not include specific action steps and responsible parties for ensuring the school is ready for the opening date. Additionally, the narrative lacks clarity on the preparation for facilities without E-occupancy will be funded.”

Overall, this section of the application is inadequate as only 41% of the responses were rated “Meets the Criteria” and more than 3 areas (13 areas) were rated “Approaches the Criteria”, with a section score of 68%.

Application Section	Points Received	Applicant School's Possible Points
BUSINESS PLAN/ FINANCIAL FRAMEWORK	34	44
<p>Evidence/Statements Supporting Score in this Section:</p> <p>The applicant review team found this section to be complete but inadequate. The applicant scored “Meets Criteria” in four (4) areas, “Approaches the Criteria” in three (3) areas, and “Falls Far Below the Criteria” in one area*.</p> <p>According to the evaluators, with respect to the application, the following areas were found to be inadequate for the reasons described:</p> <p>III.B.(4) Budget Adjustments</p> <p>“Although, the applicant details possible strategies to budget shortfalls, the narrative does not clearly explain how these strategies are viable and realistic and based on financial expertise. Additionally, the narrative explains that the applicant has identified other sources of funding to cover ancillary services costs for its special education population but does not identify where those funds are coming from. The applicant states, “We will plan for these expenses through other sources of funding which we have been actively pursuing already and have already received confirmation from several Foundations that they will be supporting Raices if the charter is approved.” A commitment from NACA was detailed in the narrative for the amount of \$50,000 to be used in start-up costs. It is unclear if this amount is allotted to ancillary services or other costs, as it is not reflected in the budget.”</p> <p>III.C.(1) *Financial Oversight</p> <p>“The applicant’s narrative and internal control procedures (Appendix H) are not fully developed and lack details on how the school will effectively:</p> <ul style="list-style-type: none"> • Safeguard assets • Segregate its payroll • Segregate cash and check disbursement duties • Provide reliable financial information and promote operational efficiency <p>The response minimally addresses how the audit will ensure compliance with state requirements. No additional information is provided to ensure the school is maintaining reliable financial information on its own.</p> <p>Furthermore, the narrative does not address whether its procedures are based on the professional judgment of experienced, licensed, school business officials and does describe a complete process for regularly evaluating compliance with the internal control procedures.”</p> <p>III.C.(2) Financial Staff</p> <p>“[B]ased on the budget, it is unclear whether the Business Manager is an employee or contracted. The lack of this information implicates whether the applicant has identified the appropriate qualifications for this individual. The budget allows for an Office Manager in the personnel section and for Business Manager Services in the other expenses section of the budget.”</p> <p>A school-specific question (#23) was asked in the capacity interview on this topic and was scored as “Approaches the Criteria”. The review team reported that “The applicant team states that for the first few years the business manager will be contracted until the proposed school has sufficient</p>		

budget to employ a manager. No additional detail was provided on whether the qualifications change for a contractor.

III.C.(3) Governance Finances

“The applicant’s response minimally focuses on the formation of the audit and finance committees. It begins by detailing how the Governance Board will act as a Board of Finance and simply states the board will establish both committees. No additional information is provided to describe how they will be formed or how each committee will ensure proper legal and financial oversight.”

Overall, this section of the application is inadequate as only 50% of the responses were rated “Meets the Criteria”, three (3) areas were rated “Approaches the Criteria”, and one (1) area was rated “Falls Far Below the Criteria”, with a section score of 77%.

Application Section	Points Received	Applicant School’s Possible Points
EVIDENCE OF SUPPORT	20	24

Evidence/Statements Supporting Score in this Section:

The applicant review team found this section to be complete and adequate. The applicant scored “Meets Criteria” in three (3) areas and “Approaches the Criteria” in one (1) areas.

The area rated as “Approaches the Criteria” was section IV.D. Innovation. According to the evaluators, with respect to the application, this area was found to be inadequate, as follows:

“Although the applicant provides a clear overview of the qualities and characteristics that make up the school’s educational model and mission, it does not provide a compelling explanation for the demand of this type of model.

A section of the narrative focuses on the history of the culture and roots that was the impetus for the development of the model and states, “The uniqueness and innovation of our proposed school is meant to support local public education and its efforts to prepare students to enter a culturally diverse, multi-lingual, technologically challenging world where “thinking outside the box” is more a necessity than a cliché.” However, no additional information is provided to support how the applicant team knows there is a compelling demand for this educational program within the targeted geographic area.”

Overall, this section of the application is adequate as most of the responses were rated “Meets the Criteria” and only one (1) area was rated “Approaches the Criteria”, with a section score of 83%.

Section	Points Received	Applicant School's Possible Points
CAPACITY INTERVIEW	50	92
<p>Evidence/Statements Supporting Score in this Section:</p> <p>The evaluators asked fifteen standard questions (Questions 1-15) and eight school specific questions (Questions 16-23). Five (5) responses by the applicant team were scored as “Meets Criteria”. Fifteen (15) responses were scored as “Approaches the Criteria” and three (3) responses* were scored as “Falls Far Below the Criteria”. This section demonstrates the application is inadequate and the applicant team has not demonstrated the capacity to operate an effective, high-quality charter school.</p> <p>According to the evaluators, the following responses to the questions in the Capacity Interview were found to be inadequate for the reasons described:</p> <p>Question 2 – Educational Plan: Innovation</p> <p>“Although, the applicant team provided numerous elements that are in alignment with its educational plan, the team did not prioritize or differentiate between these elements to identify the most important contribution the proposed school will bring to public education in the target border community. Furthermore, no supportive details were provided to demonstrate how a contribution is essential to the success of the proposed school.”</p> <p>Question 3 – Educational Plan: Mission Implementation</p> <p>“For most of the areas, the team stated the assessment tool that would be used. For example, to measure if a student is growing in the art of dialogue, self-reports would be completed. However, no further details were given by the team to elaborate on how this tool evaluates the effectiveness of its mission and implementation of it.</p> <p>In another example, the applicant team stated that multiple assessments to evaluate academic progress will be used and that time is allotted within the school calendar for teachers to review data, however, no clear plan was provided to demonstrate how the results of those assessments will evaluate whether its mission and implementation of it are working.</p> <p>Lastly, no information was provided by the team on its plan for assessing the areas of critical thinking/dialogue and parent involvement/enthusiasm and how through its evaluation the applicant can determine if its mission and implementation of it are working.”</p> <p>Question 4 – Leadership & Governance</p> <p>“However, no additional information was provided to clearly connect how its process for bringing members on board support the success of the proposed school.”</p> <p>Question 5 – Leadership & Governance</p> <p>“Although the team described the qualities of a school leader, which align with its mission, it did not provide a full description on the process for identifying and selecting the school leader nor did the response include information on how the process supports the success of the proposed school.”</p>		

Question 6 – Leadership & Governance

“While the applicant team has minimally described the two parts that make up the evaluation, it has not clearly thought through its strategic process for conducting these evaluations. Specifically, there is no detail on what information is collected to address the questions provided by the applicant team. Furthermore, the team did not describe how those processes support the success of the proposed school.”

Question 7 – Leadership & Governance

“It was not clear whether it has been discussed previously with all founding members, as no additional detail was provided as to how the coaching would take place. In addition, the applicant team’s response did not clearly indicate how the founders and/or governing body will work with the principal, teachers and staff to ensure the applicant’s initiatives are succeeding. Furthermore, no clear description was provided to show how those relationships evolve to ensure the success of the charter school.”

Question 8 – Leadership & Governance

“It is not clear from the applicant’s response how it will monitor when changes are needed to the by-laws.

The applicant team’s response defines how by-laws and policies work in general but does not demonstrate a fully detailed strategic process the proposed school will use to establish and implement its by-laws and policies. Furthermore, the response does not address how those processes will contribute to the success of the proposed school.”

Question 9 - Leadership & Governance

“However, no additional details are provided to describe how the proposed school will ensure the policies and procedures are well-implemented, current and effective.

As it relates to how the applicant team will determine and react when a change is needed, it indicated that if there is a dysfunction, it will use the core values to determine if the change should take place. The role of the school leader will be important in this step. It was not clear from the applicant’s response how the determination will be made or how the core values will be used to make the determination and what role the school leader has in that process.”

Question 12 – Finance

“The applicant team described their partnership with the NACA school network and indicated they have access to a grant through the foundation. As the grant does not have any restriction on timelines, the applicant team knows it can use the funds for curriculum materials and technology. Additionally, the team noted a possibility of funds through the McCune and Kellogg grants.

The Business manager consultant that was part of the applicant team affirmed the proposed school’s plan to acquire funding to include setting up a bank account, acquiring furniture, having software systems in place to interface with PED’s OBMS system.

Although, the applicant team cited several organizations that would potentially provide funding, it did not clearly detail what progress has been made to acquire those funds or what amounts these grants may provide to ensure the proposed school has a plan for supplementing the budget.”

Question 14 - *Finance

“The applicant team minimally stated that it would reduce FTEs to appropriate levels if the numbers are lower. No additional information was provided to describe the implications on the budget/business

plan or what the next steps would be. Furthermore, no detailed actions and timeframes were described to address these situations.”

Question 15 – Planning Year

“The applicant team provided the timelines for the planning year and gave a brief overview of when recruitment for staff will take place and the development of the curriculum. No additional details were provided to describe the steps that would take place throughout this planning year to include other components addressed in the written application.”

Question 16 - *School-Specific: Mission specific goals, rigorous and attainable

“The applicant team’s response generally described that research had been conducted on how to evaluate the progress of students in bilingual education. Additionally, as it pertains to the rigor of the proposed school’s goal, the team stated that if students are able to “grow”, bi-literacy is rigorous in and of itself.

The team’s response did not conclusively state how the specified goal is rigorous for its target population, what specific resources led to that conclusion, and what supports the team’s expectations.”

Question 17 - *School-Specific: Special Education program/services; measures and metrics to be used

“The team did not address what the specific roles and responsibilities the school administrator will have in supporting the needs of the student and teachers. It was not made clear that specific supports would be provided for students with disabilities outside of the 90:10 model. Although the team stated that data would be gathered, it did not specify what information is collected through observations. Finally, no information was provided to explain how the proposed school will evaluate the effectiveness of the special education program.”

Question 18 – School-Specific: Assessments to inform instruction

“The applicant team began by describing the multiple assessments that make up its assessment plan and indicated each assessment will be reviewed to analyze the proposed school’s main goals. The team discussed the planning time allotted for teachers during the school year. However, no additional information was provided to demonstrate a clear framework for how data from these multiple assessments drive instruction.”

Question 19 – School-Specific: Steps to recruit accounting and legal expertise for the board

“The applicant’s response did not identify the steps that will take place to identify viable candidates with accounting and legal expertise through the networks and firms.”

Question 20 – School-Specific: Costs of professional development and mentorship; where in budget

“The applicant team describes that it has budgeted \$500 per teacher for stipends to pay teachers for their time to attend professional development trainings. Additionally, many professional developments will be conducted through in-kind contributions. These costs were covered in budget.

The applicant team did not address the cost for the mentorship plan.”

Question 21 – School-Specific: Parental concerns in initial phase (before formal grievance)

“It is unclear from the applicant’s response how and why a parent would have to go through the parent council before speaking with the principal for a concern.”

Question 23 – School-Specific: Business Manager as employee or contractor and qualifications

“The applicant team states that for the first few years the business manager will be contracted until the proposed school has sufficient budget to employ a manager. No additional detail was provided on whether the qualifications change for a contractor.”

Overall, this section of the application is inadequate as only 22% of the responses were rated “Meets the Criteria” and only 54% of the possible points were earned for the Capacity Interview.

COMMUNITY INPUT HEARING

During the July 20th community input hearing in Las Cruces, attendees expressed support of the school. No representatives of the school district attended the hearing. Fifteen (15) attendees spoke in favor of the school.

- Maria Reyna Salcedo, Principal of an elementary school in Canutillo, Texas, summarized her letter of support of Mr. Aceves and the Xlnachtli program. *See comments in Letters of Support below.*
- Rosa Olacio (via the translator) supports the “teachings of our ancestors and our culture”.
- Juan Benavidez, Piro Manso Tiwa Pueblo Historian, supports the school but could not remember its name.
- Emma Galindo-Armendariz, an experienced bilingual educator and administrator, read her letter of support for the 90:10 model. *See comments in Letters of Support below.*
- Yvonne Flores read a letter of support on behalf of Joanne Ferrary, NM State Representative, which is included below. *See Letters of Support below.*
- Yvonne Flores then read her letter, which is also included below. *See Letters of Support.*
- Alan Brauer, Fellowship Director and Education Team Lead of NACA Inspired Schools Network, spoke in support of his sponsored fellow, Lucia Carmona. His comments were in support of the 90:10 dual language model that also incorporates indigenous language, culture, and wisdom.
- Carrie Hamblen, CEO/President of Las Cruces Green Chamber of Commerce, read a letter which is included below. *See Letters of Support below.*
- Diane Duran, a member of the Piro Manso Tiwa Pueblo, stated that “there’s a lot of students that don’t even know that they’re Indian. We’re here also to try and support that and help them learn about their culture.”
- Luis Huerta, Associate Professor in College of Education, acknowledged (1) a partnership with two schools in Las Cruces and one in Gadsden and (2) the multicultural perspective being offered by Raices.
- Thomas Valenzuela, a member of the Piro Manso Tiwa Pueblo, indicated that he had been a student of Las Cruces Public Schools and did not think Native American culture and beliefs were depicted well in textbooks. He believes the Xinachtli School will properly represent and will work with the tribes in the area.
- Mr. Valenzuela then submitted a letter from Henry Flores, Governor of Piro Manso Tiwa Indians of Las Cruces, NM. *See comments in Letters of Support below.*
- Ray Reich has known Mr. Aceves for almost 25 years and has observed his teaching methods during the six years that he worked at Canutillo Elementary School in Texas. Mr. Reich stated that the school thrived and went from the lowest in the state to one of the highest during that

time.

- Olga Morales, a parent, spoke in support of charter schools in general. She explained that her oldest child, now 24 years old, attended public school and is “still making up deficiencies from what she lacked during the public school years.” and another child, now 17 years old just graduated with an Associate’s Degree from La Academia Middle School. She further stated that the children “need to have an opportunity to grow and to excel not only in English, but in Spanish.”
- Maria Flores, a parent, (via the translator) said that “the reason that I support 100 percent this project is because of the language.”

Of the 56 individual people that signed in, 3 were either undecided or did not indicate support or opposition. The remaining **53 people who signed in were in support of the school**. Organizations represented as supporters of the application include elected officials (2: NM State Legislator Joanne Ferrary and Las Cruces City Councilor Yvonne Flores), New Mexico Dream Team (2), NACA Inspired Schools Network (5)—which is the organization that provided the leadership fellowship support and grant funding to the applicants as they developed their application, Piro Manso Tiwa Tribe (4), and Xinachtli Project - which is a program developed by one of the founders of the currently proposed school, Mr. Aceves, for the Indigenous Cultures Institute in San Marcos, Texas (2).

The support for Raices del Saber Xinachtli Community School from the New Mexico Dream Team is unexpected considering their comments in opposition to all charter schools at the prior hearing, which state that charter schools take money away from traditional public schools and the PED and PEC should instead focus on improving traditional public schools rather than opening charter schools. Specifically, the organization’s political director stated, “And I just can’t wrap my mind around how it is that we keep spending this money into new institutions when we can actually analyze what is happening with the ones that we already have. And instead of defunding or divesting from other schools, let’s make sure that we make the best with what we already have, instead of pandering to schools that I do not understand, and I do not know what their real intentions are, especially in the community that I serve, which is the South Valley. And with that, I would like to say that I think that not looking what we can do best with the schools that we already have is called mismanagement. And I would hate to call you all mismanagers of our -- of my child’s education and everyone else’s education in the state.”

The Public Education Commission asked questions regarding:

- **The educational program (Xinachtli Project) and its implementation in other cities**
The 10 ½ year project at Canutillo Elementary in Texas was discontinued. One in Phoenix, AZ grew to become the Meso-American Studies Program in Tucson, AZ, that was made illegal by the State of Arizona. It is currently being used at a school in East Los Angeles, CA.
- **Assessments and New Mexico Standards**
 - Several questions were answered by the team with a simple confirmation or “Yes, it is”.
 - When asked about the goals being rigorous and attainable, the applicant team responded that rigor is embedded in the standards and that Base 20 system and biliteracy are rigorous endeavors and therefore the goals are attainable and reasonable. The team did not provide any evidence or supporting details for these statements.
- **Facility**
The facility on Lohman used to be a charter school, Las Montanas, and is now partially occupied by another company. The property is an area that is still available and is E-Occupancy certified

and can accommodate up to 100 students right now. By the 5th year, the expectation is 220 students. The school is hoping for collaboration with NMSU which is dependent on the approval from the College of Education. "So that is one of the options; however, we have another couple."

- **\$200,000 from RAZA Group and other funding**

- Lucia Carmona responded "the Raza fund, as well as our foundations, they have, like, a -- the level of funds that we will be available to -- to access, which -- so that's why we believe that even if -- if that location, during the planning year, may not be the best, we still have enough funds to -- to identify the other alternative places that we already identified may need more funds, may need more resources." Dr. Nicholas Natividad, Professor in the Department of Criminal Justice at NMSU, then offered that the facility on NMSU would still be owned by NMSU and that the \$200,000 would be to redo some of the buildings attached to Myrna's Village, a pre-K lab school there.
- There was also discussion about potential support from Kellogg Foundation, NACA Inspired Schools Network, and McCune Foundation.
- If/when school is approved, NACA would release funds to hire the administrator for the planning year and money would be available for three years.

- **Respecting the beliefs of indigenous students, as opposed to treating it as literature**

The first response was that when guests come to be part of the lesson and give their stories, the guests will explain that "This is my belief. To me, this isn't just a story. And the children will understand it." Later, another team member discussed how Xlnachtli lessons and dialogue will be used and that those methods promote deep respect for one another.

- **Staffing**

- The applicant team was asked about contracting a diagnostician for special education and the team responded that they had spoken "already with a lot of teachers, people that are interested in this and have different capacities and backgrounds."
- When asked if the team had identified a head administrator (or principal), the applicant responded that they "already have some candidates in mind" but would "go with the transparent and fair procedures for hiring process" and "proceed with very well-qualified persons that will fill that role."
- The applicant further went on to say, "Business manager position, our favorite candidate, she has ten years' experience being the business manager for [La] Academia [Dolores Huerta], also forAlma d'Arte, zero findings for the last several years, which is exceptional.She's one of our cofounders and also one of our supporters on this process to write financial procedures and provide all guidance on those lines."

- **Governance Board membership and subcommittees**

The applicant team admitted that there are two areas that need to be better represented on the board: good accounting background and legal expertise. The commission responded and stressed the importance of strong financial knowledge on the Governing Board.

The last two bullets above are the most alarming. One of the main reasons that charter schools fail is due to financial matters. The statement made by the applicant team that the two schools served by the proposed Business Manager had "zero findings for the last several years" is simply not true. Alma d'Arte had five (5) in the last three years and La Academia Dolores Huerta had six (6) in the last three years. In addition, this person has recently been placed on paid administrative leave from one school after financial discrepancies were uncovered. An audit and licensure investigation is ongoing in that matter.

Letters of Support or in Opposition

Several letters and email messages were received by the deadline of three business days after the applicant's PEC hearing (by 5:00 pm on July 25, 2018). Of the 11 letters/emails received, 10 (91%) expressed support of Raices del Saber Xinachtli Community School.

In summary, the letters in support all expressed a strong desire for a multi-cultural, dual language education as the reason. Some mentioned the need for more charter school options in the area and one individual is a strong advocate for charter schools, in general.

- Joanne Ferrary, member of the Legislative Education Study Committee, expressed strong support of multi-cultural, dual language education options, as well as stating that "community involvement and having a strong board will insure the sustainability of the school and success of the students."
- A letter from a longtime bilingual educator and administrator, Emma J. Galindo-Armendariz, EdD, stressed the need for more 90:10 dual language bilingual programs in Albuquerque and Las Cruces and the potential benefit of the 90:10 program and integration of Xinachtli in the school's proposal.
- Carrie Hamblen, CEO/President of Las Cruces Green Chamber of Commerce, listed the fact that another charter school (J Paul Taylor Academy) is at maximum capacity and the need for bilingual employees as reasons for her support.
- Randy Harris, Executive Director of The Great Conversation, wrote in support of founder Lucia Carmona who he has known for many years and expressed commitment to future collaboration with Raices in "encouraging and advancing public awareness and commitment to embracing the values of diversity and inclusivity."
- Another letter from Yvonne Magdalena-Flores, an attorney who is also a Las Cruces City Councilor, described her experience as a Mexican whose first language is Spanish is a strong supporter of teaching "two languages in an environment where children can feel happiness and pride,....which embraces all of our roots, is direly needed".
- A parent, Karla Martinez, wrote of her support of charter schools, as her eldest daughter received a public education that was "good" but her second child attended a state public charter middle school and received an "extraordinary" education.
- Maria Reyna Salcedo, Principal of Bill Childress Elementary School in Canutillo, Texas, wrote a two page reference letter regarding Mr. Aceves and the benefits of the Xinachtli Project.
- Karla Rocio Martinez Gonzalez sent an email that simply said "I SUPPORT!!!" and did not provide detail or reasons for the support.
- Las Cruces City Councilor – District 3 Gabriel Vasquez wrote that he fully supports the educational model proposed by the school.

One additional letter of support from Henry Torres, Governor of the Piro Manso Tiwa Indians of Las Cruces, wrote that they can "help in some limited activities as needed" out of concern for Native American children and believes that "in supporting this bill you will impact the lives of countless children." Mr. Torres is willing to help in some limited capacity yet clearly, via the reference to a bill, does not understand the process that is being considered by the PEC.

The supporters are in strong favor of schools offering a bi-lingual education model and are eager for

more charter school options in the area.

Only one person expressed concerns in opposition of the school. An email received from Earnestine Simmons on July 25th (three business days after the Community Input Hearing) lists several questions on topics such as profit/non-profit, public/private, tuition, ownership of the physical plant, governance, student recruitment, role of parents and community involvement. Oddly, Ms. Simmons signed the petition in favor of the school, perhaps mistakenly at the hearing.

The applicant team also submitted a petition in support of Raices del Saber Xinachtli Community School that contained 172 signatures, 45 of which were obtained from attendees at the community input hearing. At least one person (Peter Vargas) signed the petition twice.

Additional Information

The proposed school, Raices del Saber Xinachtli Community School, will be part of the NACA-Inspired Schools Network (NISN). NISN is partially funded under the US Department of Education Charter School Program Grants, in the amount of \$599,669. NISN selected, supported, and developed the leader of the application team through their leadership fellowship program and provided grant funding and support to the applicant team as they developed their school concept and application.

NISN includes three New Mexico charter schools, which are also run by individuals selected and developed through the leadership fellowship program: Dream Dine Charter School, Six Directions Indigenous School, and DZİŁ DITŁ'OOÍ School of Empowerment, Action and Perseverance (DEAP). It also includes the original founding school the Native American Community Academy and a tribally controlled school: Kha'p'o Community School. The network has had several additional fellows who have been unsuccessful in their charter school applications including: the STEAM Academy, which was denied a charter by the PEC charter in 2015, and two fellows in Oklahoma whose applications were both denied by the charter authorizers in their state. The network also has fellows working in South Dakota.

Each New Mexico charter school in this network of schools has experienced significant challenges, which demonstrate a lack of capacity specifically in the area of financial management and school governance.

Because this applicant's response to prompt "III.C.(1) Financial Oversight" in the Financial Performance Framework was rated "Falls Far Below", the PED believes it is important for the PEC to consider the financial performance of other NISN affiliated schools.

The Native American Community Academy's (NACA) 2017 Audit included the following findings:

- Internal Control Structure – Material Weakness
- Bank Reconciliations – Material Weakness
- Inaccurate Meal Claim Submissions – Material Weakness
- Internal Control Over Activity Funds – Material Weakness
- Internal Control Over Cash Receipts (Repeat Finding) – Significant Deficiency
- Budgetary Conditions – Significant Deficiency
- Timely Submission of ERB and RHC Contributions – Compliance and Other Matters
- Purchasing (Repeat Finding) – Compliance and Other Matters

The audit specifically sites “lack of effective internal controls” and “budget controls” as issues at Dream Dine.

The Dream Dine Charter School’s 2017 Audit included the following findings:

- Excess Expenditures Over Budget (Repeat Finding) – Other Non-Compliance
- ERB and RHC Contributions – Other Non-Compliance
- Payroll Documentation – Other Matters
- Internal Control Structure Over Cash Disbursements – Significant Deficiency

The audit specifically sites “internal controls” and “management oversight” as issues at NACA.

The Six Directions Indigenous School’s 2017 Audit included the following findings:

- Internal Control Structure – Material Weakness
- Chief Procurement Officer – Compliance
- Personnel Files – Compliance
- Audit Committee Member – Compliance
- Annual Inventory – Compliance

The DZİŁ DITŁ'OOÍ School of Empowerment, Action and Perseverance’s (DEAP) 2017 Audit included the following findings:

- Procurement (Repeat Finding) – Significant Deficiency
- Excess of Expenditures over Budget (Repeat Finding) – Other Non-Compliance
- Audit Committee Structure (Repeat Finding) – Other Non-Compliance
- Education Retirement Board (ERB) and Retiree Health Care (RHC) – Other Non-Compliance
- Budget Adjustment Requests – Other Non-Compliance
- Timely Deposits – Other Non-Compliance
- Background Check – Other Non-Compliance

The audit specifically sites “internal controls” as issues at DEAP.

In addition, the Commission should be aware that the proposed business official for the school, who assisted with the writing and development of the application, has recently been placed on administrative leave from another school where she was the business official after financial discrepancies were uncovered. An audit and licensure investigation is ongoing in that matter.

Because this applicant’s responses to prompts “II.A.(3) New Member Process”, “II.B.(2) Board Evaluation”, and “II.C.(1) Board Oversight” in the Organizational Performance Framework were all rated “Approaches”, the PED believes it is important for the PEC to consider the governance challenges of other NISN affiliated schools.

The following is a summary of the governance status for Dream Diné Charter School over the past year:

- The school has been reviewed by the PEC two (2) times for governance changes since May 2017.
- One (1) member failed to attend meetings from April 2017-October 2017 and was no longer listed on the minutes as a board member. He was removed by the board in December 2017.

- Two (2) vacancies were both filled late and reported late.
- One (1) vacancy was filled, but no paperwork was completed and the member left four (4) months later. That vacancy was reported late, filled late and neither an affidavit nor a statement to consult was provided to the PEC.
- Two (2) more vacancies occurred. One (1) as reported timely and one (1) was reported untimely.
- Two (2) vacancies were closed in a timely because the board was unable to maintain the planned membership.
- One (1) member never received Introductory Training.
- The board is currently at five (5) members.

The following is a summary of the governance status for Dzil Ditl'ooi School of Empowerment, Action and Perseverance (DEAP) over the past year:

- The school has been reviewed by the PEC seven (7) times for governance changes since September 2017.
- One (1) member joined the board in March 2017 and was never reported to the PEC; that member left the board in April 2017. The vacancy was filled in June 2017, but nothing was reported to the PEC until August 2017 when the replacement was reported. The reporting was late and the school was late in filling the position. There was never a signed statement to consult.
- The board tried to remove a member for non-attendance, but because of primarily telephonic participation the quorum was lost when a phone dropped. The next month they negated the vote and reinstated the member.
- One (1) board member resigned and the resignation was not reported in a timely manner. The position was closed because the board was unable to maintain the planned membership, but the vote to close the position was untimely.
- One (1) member was removed due to non-attendance. The removal was reported late and the vacancy was filled late.
- One (1) more member was removed due to non-attendance. That removal was reported timely and an extension requested due to difficulty finding a replacement member.
- The board dropped to four (4) members twice.
- The board currently has four (4) members.

The following is a summary of the governance status for Six Directions Indigenous School over the past year:

- The school has been reviewed by the PEC six (6) times for governance changes since September 2017.
- Two (2) members resigned near end of last fiscal year. One (1) was timely reported and one (1) was not. Both positions were filled in a timely manner. However, documentation for the designations was not received in a timely manner.
- One (1) board member resigned in August. The resignation was reported late but the vacancy was filled in a timely manner. However, not all documentation has been received for either the resignation or the designation.
- Documentation for the designation was not received timely; the board member affidavit was submitted eight (8) months after the member joined the board.
- The board added new position in February.

- One (1) member resigned in May and the position was closed because the board was unable to maintain the planned membership.
- The board is currently at 5 members.

Because this applicant's response to prompt "II.C.(2) Hiring Head Admin" in the Organizational Performance Framework was rated "Approaches", the PED believes it is important for the PEC to consider the leadership challenges of other NISN affiliated schools. Both DEAP and Six Directions Indigenous School struggled to find permanent administrators prior to the start of their first year of operation, and both began their operations with temporary administrators who were only on campus part-time. DEAP, Six Directions Indigenous School, and Dream Dine Charter School have all had turnover in their school administrators since beginning their operations.

In addition to governance and financial concerns, the schools in the network have also demonstrated mixed, and poor academic outcomes for students. Specifically, Six Directions Indigenous School earned an "F" at the end of its first year and Dream Dine has earned "F"s for the past two years, after earning a "B" in its first year. DEAP's academic performance has been better; the school earned a "C" in its first year and then a "B" in its second year. NACA earned "B"s in 2014 and 2015, however since then the performance has declined and the school has earned "C"s; in 2017 the school would have earned a "D" if bonus points had been removed.

This information about affiliated schools supports and affirms the evaluation of the written application, which demonstrates that the application is inadequate, the applicant team has not demonstrated the capacity to operate a high quality charter school, and the application should be denied at this time.

PED recommends that the applicant team reapply in a later year after it has had the opportunity to review the feedback and address the specific concerns in the application as well as the challenges faced by its affiliated schools, such that it is prepared to avoid similar performance issues.

SUMMARY

Overall, the application is complete, yet inadequate. During both the application review process and the capacity interview, the applicant team failed to demonstrate the capacity to implement the education plan (academic framework), the organizational plan and governance (organizational framework), and the business plan (financial framework). The number of responses in each area that “Meets the Criteria” were 23%, 41%, and 50%, respectively. Also, the overall score in each section based on point value was 64%, 68%, and 77%, respectively. With the strong support factored in, the overall score based on total possible points for the entire application and interview was nearly 66%. This indicates that the team is not yet prepared to open a high quality charter school.

The applicant team has a strong commitment to integrating the methods of Xinachtli and it is clear that the community supports a new charter school option in the area. However, those factors are not enough to suggest that the school will be successful. In fact, the data indicates otherwise. The application did not meet the criteria in critical areas which has led to failure in other charter schools, including finance, serving special populations (special needs and English Language learners), and governance.

The PED recommends denial of this application. The scoring does not meet the minimum expectations set by the Public Education Commission to enter into an implementation year. However, it is also recommended that the school take the feedback provided via the evaluation process, work on the inadequacies, and resubmit a stronger application in 2019.

Ratings

ACADEMIC FRAMEWORK		
I.A.	Mission	Meets
I.B.	Mission Specific Indicators	Approaches
I.C.	Curriculum/Ed Program/Student Standards	Approaches
I.D.	Graduation Requirements	NA
I.E.(1)	Ed Philosophy/Instructional Methods	Meets
I.E.(2)	Yearly/Daily Calendar	Meets
I.E.(3)	Programs impact for population	Approaches
I.F.(1a)	SPED Identification	Approaches
I.F.(1b)	SPED Progress	Approaches
I.F.(2a)	ELL Identification	Approaches
I.F.(2b)	ELL Progress	Approaches
I.G.(1)	Assessment Plan	Approaches
I.G.(2)	Assessment Data	Approaches
I.G.(3)	Assessment Communications	Approaches
ORGANIZATIONAL FRAMEWORK		
II.A.(1)	Governing Board Outline	Meets
II.A.(2)	Board Qualifications & Profiles	Meets
II.A.(3)	New Member Process	Approaches
II.B.(1)	Board Training	Meets
II.B.(2)	Board Evaluation	Approaches
II.C.(1)	Board Oversight	Approaches
II.C.(2)	Hiring Head Admin	Approaches
II.C.(3)	Principal Job Description (Appendix B)	Meets
II.C.(4)	Principal Evaluation	Approaches
II.D.(1)	Org Chart & Relationship	Approaches
II.D.(2)	Staff Job Descriptions (Appendix C)	Approaches
II.D.(3)	Staffing Plan	Approaches
II.D.(4)	PD/Novice Membership	Approaches
II.E.	Employment Terms	Meets
II.F.(1)	PTA	Approaches
II.F.(2)	Grievance Process: Families	Meets
II.G.(1)	Recruitment Plan	Approaches
II.G.(2)	Lottery	Meets
II.H.	Conflict of Interest	Meets
II.I.(1)	3rd Party Relationships	NA
II.I.(2)	3rd Party Contracts (Appendix D)	NA
II.J.	Waivers	None
II.K.(1)	Transportation	NA
II.K.(2)	Food Service	Approaches
II.L.(1)	PSFA Checklist (Appendix E)	Meets
II.L.(2)	Facility Identification	Approaches

FINANCIAL FRAMEWORK		
III.A.	School Size	Meets
III.B.(1)	SEG Worksheets (Appendix F in Excel)	Meets
III.B.(2)	5 Year Budget (Appendix G in Excel)	Meets
III.B.(3)	Budget Narrative	Meets
III.B.(4)	Budget Adjustments	Approaches
III.C.(1)	Financial Oversight (Appendix H)	Falls Far Below
III.C.(2)	Financial Staff	Approaches
III.C.(3)	Governance Finance	Approaches
EVIDENCE OF SUPPORT		
IV.A.(2)	Outreach Activities	Meets
IV.B.	Community Support	Meets
IV.C.	Networking Relationships	Meets
IV.D.	Innovation	Approaches
CAPACITY INTERVIEW		
1	Mission	Meets
2	Innovation	Approaches
3	Mission Implementation	Approaches
4	Leadership & Governance (GB selection & success of school)	Approaches
5	Leadership & Governance (HA selection & success of school)	Approaches
6	Leadership & Governance (GB and school evaluations & success)	Approaches
7	Leadership & Governance (Relationship of founders, GB, and admin & success)	Approaches
8	Leadership & Governance (bylaws, implementation, & success)	Approaches
9	Leadership & Governance (establish, implement, change policies and procedures)	Approaches
10	Facility (plan for facility and educational occupancy; responsible party)	Meets
11	Facility (next step plan if building does not get PSFA approval)	Meets
12	Finance (planning year budget without federal start-up funds)	Approaches
13	Finance (enrollment projections)	Meets
14	Finance (plan if actual enrollment is below projections)	Falls Far Below
15	Planning Year (organizational steps during planning year)	Approaches
School Specific Questions		
16	Mission specific goal rigor and attainable	Falls Far Below
17	Meet needs; special education program and services; measures and metrics used	Falls Far Below
18	Assessments to inform instruction	Approaches
19	Steps to recruit accounting and legal expertise for the board	Approaches
20	Costs of professional development and mentorship; where in budget	Approaches
21	Parental concern in initial phase before grievance	Approaches
22	Transportation needs	Meets
23	Business manager as employee or contractor and qualifications	Approaches

Public Education Commission District 7

To Whom It May Concern:

I am Emma J. Galindo-Armendáriz, EdD. I have the distinct honor and blessing to be among the New Mexico educators who literally “invented/created” bilingual education and observed and participated as it evolved into dual language education, in and for our state since its inception in the late 1960’s.

In 1969, as a certified Spanish and English language teacher with five years of experience, I was invited by María Gutiérrez- Spencer, Director, to help initiate a transitional ESL program at Sixth Street Elementary School in the Silver City Consolidated School District, being funded by the federal government and the state. Its goal was to teach non-English proficient children English, as quickly as possible, so they might experience greater success in school. This goal was reached for a large majority, if not all, of children in the program. However, this program was set up to go beyond the teaching of ESL and included the instruction of the reading process in Spanish (as it is easier than in English) and some of the content areas in Spanish as it accelerates understanding of content in the second language. This approach eventually became known as a bilingual maintenance program. Many years passed with these models being implemented throughout the state and the nation.

In 1995-96, the state put out a call for applications from bilingual schools interested in piloting different models of dual language programs for a five year period. I was serving as principal of Longfellow Elementary, a magnet school in Albuquerque Public Schools focusing on Spanish and fine arts. After consulting with the community and parents and providing them research on the cognitive, social and health benefits of bilingualism, which could be more easily accessible with such a model, we applied and were approved to implement a 90/10 dual language program.

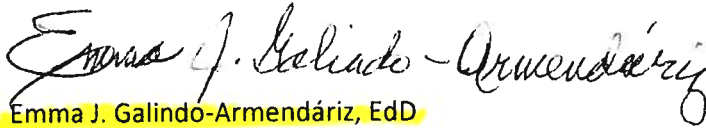
Up to that point, Longfellow elementary had two educational strands, an English-only and a Spanish bilingual maintenance. Students were assigned to one based on both language dominance and parent request. When the 90/10 dual language pilot was approved, there was a commitment that during the five year period, the entire school would be converted to a 90/10 Spanish/English program. It started at Kinder and first grade the first year, and the rest of the school continued as it was. Each year thereafter, instruction in Spanish was decreased and English instruction was increased by ten percent, reaching a 50/50 ratio by fifth grade. Records for those years show that the results of both student and school assessments were consistently above district and state standards expected of this inner-city school serving predominantly a low SES population and having many social and educational challenges. Records also show that all students exiting at fifth grade at the end of the pilot were very successful in middle and high school, and retained their bilingual fluency.

As a bilingual teacher and administrator who served in our state educational system for forty-eight years, I saw the 90/10 dual language bilingual programs in Albuquerque and in Las Cruces and other districts, have many successes in helping students develop strong educational skills and become fluent bilinguals. Our country, and especially our state, where we have a strong linguistic and cultural base for bilingualism, need to implement this type of program so we can join the three-fourths (¾) of the world

which is bilingual, if not multi-lingual. Our children in our current society need the linguistic and academic skills to compete not only at a local level but at a world level.

Because of my life-long experience in bilingual education, in New Mexico, I know the great potential of the 90/10 program being proposed through this application. The integration of Xinachtli to "enrich and augment academic achievement" has already been used and proven successful in El Paso, TX, Canutillo, TX, Phoenix, AZ and Tucson, AZ. Programs such as that proposed by Raíces del Saber Xinachtli Community School are essential in our society as models to emulate for educating our children to have the cognitive, social and health benefits of bilingualism and to be able to compete on a universal level. Strong consideration of this application is essential and will be greatly appreciated by our educational and general communities.

Respectfully,

A handwritten signature in black ink, reading "Emma J. Galindo-Armendáriz". The signature is fluid and cursive, with the first name "Emma" being more prominent. Below the signature, the name "Emma J. Galindo-Armendáriz, EdD" is printed in a standard font, with the first part highlighted in yellow.

Emma J. Galindo-Armendáriz, EdD

Woerner, Karen, PED

From: Schools, Charter, PED
Sent: Monday, July 23, 2018 11:23 AM
To: Woerner, Karen, PED
Subject: Fw: Letter of Support for Raíces del Saber Xinachtli Community School
Attachments: Letter of Support Raices 2018.pdf

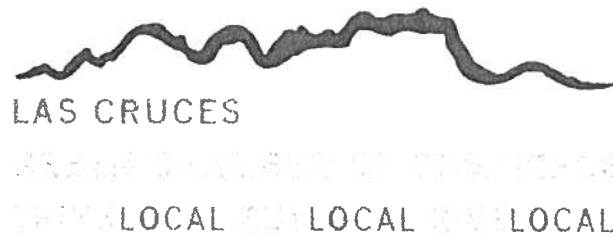
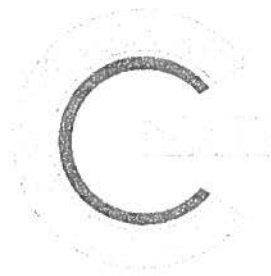
From: Carrie Hamblen <carriehamblen@gmail.com>
Sent: Monday, July 23, 2018 11:22 AM
To: Schools, Charter, PED
Subject: Letter of Support for Raíces del Saber Xinachtli Community School

Dear Commissioners,

I have attached a letter of **support** for Raíces del Saber Xinachtli Community School. The letter is an expanded version of my public testimony on Friday, July 20th at the New Mexico Farm and Ranch Museum. Because of the number of people who wanted to speak, my letter/testimony needed to be shortened from the original letter.

Thank you for your time and consideration.

Carrie
CEO/President
Las Cruces Green Chamber of Commerce
PLEASE NOTE: I have a **NEW** work email: carrie@locallascruces.com



Date: July 20th, 2018

To the Public Education Commission

From: Carrie Hamblen, CEO/President, Las Cruces Green Chamber of Commerce

RE: Raíces del Saber Xinachtli Community School

I am writing this letter today in support for the charter approval of Raíces del Saber Xinachtli Community School.

The purpose of the Las Cruces Green Chamber is to promote and advocate for local businesses, assist in creating sustainable communities, and to protect our air, land, and water. We encourage our businesses to follow the Triple Bottom Line: People, Planet, and Profit.

There is a need for a school like this. The J. Paul Taylor Academy, a social justice, bilingual and Project Based Learning charter school, is at maximum capacity and has a 159 students on the waiting list. Additionally, a recent story on NPR's Here and Now (Speaking My Language: Beyond One's Native Tongue, Friday, July 20th) emphasized that there is a great demand for employees who are bilingual or multilingual in almost *every* sector of the workforce.

I respectfully request that you approve the charter application for Raíces del Saber Xinachtli Community School. Not only will they be teaching our future to be proud of their own culture and language, especially in this region, but will give them the foundation and skills to be entrepreneurs, public leaders, educators, doctors, and anything they desire to do.

We should not deny our youth this chance and your approval will unlock that door, creating a path to success that every child in New Mexico deserves.

Thank you for your consideration.

Sincerely,

Carrie Hamblen
CEO/President
Las Cruces Green Chamber

not signed

Sunday, May 28, 2017

Attn: Chair, Patricia Gipson and Commissioners
New Mexico Public Education Commission
Jerry Apodaca Education Building
300 Don Gaspar Avenue
Santa Fe, NM 87501



Unifying communities through
civil and informed dialogue, and
encouraging collaborative action

RE: Letter of Support for Raíces del Saber Xinachtli Community School

Dear Chairwoman Patricia Gipson and Commissioners,

I write this letter in **support** of Raíces del Saber Xinachtli Community School.

I've enjoyed the privilege of working with Lucia Carmona for many years, on a broad range of community issues, many of which are rooted directly and/or indirectly in education.

In our organization's capacity as conveners of civil, informed community engagement, many of our more than 800 community dialogues have been specifically focused on issues of education.

These dialogues have included participation by students, parents, teachers, administrators, public officials, and non-profit organizations with missions in education.

Thus having some awareness of what's working or not working in our educational systems, the Raíces del Saber Xinachtli Community School seems an excellent model for bringing together many people with important and diverse perspectives that are most often underrepresented or missing entirely in our current education models.

The integration of indigenous wisdom and encouragement of multi-lingual, multi-cultural education, understanding and practices seems like an incredibly valuable contribution today, and into the future.

As conveners of dialogue for community engagement, The Great Conversation organization is committed to future collaboration with Raices - employing cross-sector dialogue processes, encouraging and advancing public awareness and commitment to embracing the values of diversity and inclusivity. Together, as a community, we can move forward effectively toward deeper understanding and meaningful and lasting systemic change.

With much confidence and enthusiasm, I support the formation and operation of Raíces del Saber Xinachtli Community School as an important contribution to current and future generations in our communities, our region, and our country.

With gratitude,

Randy Harris
Executive Director

1300 El Paseo Road, Suite G, #144 • Las Cruces, NM 88001

(575) 640-1999 • greatconversationslc@gmail.com

www.facebook.com/TheGreatConversationLasCruces

Yvonne-Magdalena Flores
1173 Cave Springs Trail
Las Cruces, NM 88011

July 20, 2018

Public Education Commissioners
Santa Fe, New Mexico

Re: Application for Raíces Del Saber Xinachtli Community School Las Cruces, NM

Dear Commissioner Chair Gipson and Commissioners of the Public Education
Department:

I am here today at the Farm and Ranch Heritage Museum to present my **support** for the application for Raíces del Saber Xinachtli Community School in Las Cruces.

As a Mexican whose first language is Spanish, who holds a Bachelor's degree in Spanish Literature and a Juris Doctor from the University of California, a former professor at California State University of Chicana Literature, Constitutional Issues, and Spanish for Spanish Speakers, I saw my students struggling with the duality of identity and facing discrimination because of their ancestry and language spoken at home, many of whom were forced to speak English to the exclusion of speaking Spanish.

Although many of the Spanish speaking population today in the southwest United States have Native American ancestry, the "Indio" has been denied our true native languages spoken throughout the Americas consequently resulting in the disappearance of our culture because language is inherently tied to culture.

Regrettably many of us, have been forced to speak English exclusively, deny our diverse cultures, and suffer bullying and discrimination. My educational journey was a much suffered experience of being sent to the corner of the classroom facing the wall in the first and second grades in El Paso because I did not speak English. We were ashamed to eat our lunch, which we called "tacos", and today known as "burritos", which is a word which originated in the U.S.

Spanish in the Americas, albeit fundamentally Castilian, a Latin based language, is highly influenced by the Nahuatl language of the Aztecs where words, such as, "chocolate" has become part of our English language vocabulary, it's even spelled the same. Spanish also has influences from Africa, Greece, and Middle Eastern countries.

English is a language based largely in equal parts on Latin and Teutonic (Germanic) roots.

The teaching of two languages in an environment where children can feel happiness and pride, whether they are in their home or school, which embraces all of our roots, is direly needed.

Currently, I am engaged in a project to have a community reading program in the Las Cruces Public Schools which focuses on children reading to their parents in English and parents reading to their children in Spanish.

I, therefore, respectfully encourage you to approve the application submitted to you for the community charter school, Raíces del Saber Xinachtli Community School Las Cruces, NM.

Respectfully submitted,


Yvonne-Magdalena Flores

Attorney at Law (Licensed in California)

*City Councilor for the City of Las Cruces, NM

*For identification purposes only

July 19, 2018

MADAM CHAIR AND COMMISSION MEMBERS:

I regret not being able to address you in person. I feel strongly that we should be **supporting** multi-cultural, dual language education options for our children.

As a participating member of the Legislative Education Study Committee, we are actually studying the best practices of successful educational systems from around the world.

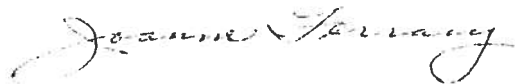
Some of the keys to success are ones that are also incorporated into the framework of the Raices del Saber Xinchtlí community school:

- + students are learning in their own language, which makes for better comprehension of reading, writing and math.
- + using the "dual languages by immersion" model is backed by 18 years of linguistic research and increases "flexible thinking" in the brain.
- + community involvement and having a strong board will insure the sustainability of the school and success of the students.

I also appreciate the inclusion of English-speaking young students so that they might have the opportunity to learn a second language by immersion. This was an opportunity I knew was important and was denied to my own children when they were in elementary school in the 80's.

Please accept and approve the application and funding for Raices del Saber Xinchtlí community school.

Sincerely,

A handwritten signature in cursive script, appearing to read "Joanne Ferrary".

State Representative **Joanne Ferrary**

To whom it may concern:

My name is Karla Martinez. I live in Las Cruces NM. I am the mother of 3 children who are 22 and 16 years old. I am Hispanic and love my culture. The USA has been my place of residence and I am grateful for all of the free education that my children have been blessed with.

My eldest daughter had the opportunity to go to Picacho Middle and Mayfield High Schools and Dona Ana Community College, and the education she received was simply "good", but my second child had another opportunity and went to Dolores Huerta which is a charter middle school. There he was prepared to enter Arrowhead Early College High School, where he has become a Student of Academic Excellence who is beginning his Junior year and takes all of his college courses in the university and has become the youngest and most advanced student of his grade, in the top 10% of students of Excellence and subjects taken.

And I know that it is thanks to the very "extraordinary" education that he received in a charter school and I thought that if there had been an elementary charter, that would be guaranteed success for our children. And when I heard of the probability of the opening of Raices, I was so happy, and I am 1000% in support of that opening. My 3rd child would be one of those lucky children to begin his education in this marvelous school. I am a fervent witness who can actually show you the difference, because of my children, that it can make for a student to attend a charter school and another that does not. Both are honor students but there are big differences between opportunities and preparation time.

I am asking you to please give "Raices de Saber" the opportunity to demonstrate what they can achieve with our children. You will never know if you don't let them try to show by facts what they can achieve!!

Sincerely,

Karla


(575) 449-0872

A quien corresponda:

7/20/18

Mi nombre es Karla Martinez
vivo en Los Lunas NM soy madre
de 3 hijos de 22, 16 y 5 años
soy hispana y Amo mi Cultura, USA a sido
mi hogar y Agradezco por toda la educacion
que gratuitamente a sido brindada a mis hijos
mi hija mayor tuvo la oportunidad de
asistir a escuelas publicas, picacho middle
school, Mayfield High school y DACC y
la educacion recibida fue simplemente
"Buena" pero mi hijo segundo tuvo otra
oportunidad el fue a La Academia
Dolores Ibarruri que es una middle charter
school y ahí fue preparado para ingresar
a Arrowhead Early college high school
y eso lo a llevado a Ser un Estudiante
con Excelencia Academica que empieza
su año como Junior y toma todas sus
clases en la Universidad es el alumno
más joven y Avanzado de su grado y
pertenece al 10% de los Alumnos del
Colegio en Excelencia y materias tomadas.

y yo se que es Gracias a la Educación tan "Extraordinaria" que recibí en una escuela charter y yo pensaba que si hubiera elementary charter sería el éxito asegurado para nuestros hijos, y cuando me comparten la probable apertura de Raíces del Saber me invade la Alegría y por supuesto Apoyo 1000%. Su Apertura pues mi tercer hijo sería de los niños afortunados en iniciar su Educación en esta maravillosa escuela, Yo soy una testigo ferviente y actual que les puede mostrar por medio de mis hijos la diferencia que puede haber entre un estudiante que asiste a una charter school y otro que no, Ambas son estudiantes de honor pero con grandes diferencias entre sus oportunidades y tiempos de preparación.

Les pido por Favor le den a este proyecto "Raíces del Saber" la oportunidad de demostrar lo que pueden lograr con nuestros niños, No lo Sabran nunca si no les permiten demostrar con hechos lo que pueden lograr!! Atte. Karla
575-4490872 



Bill Childress Elementary School

P.O. Box 100
7700 Cap Carter Road
Canutillo, TX 79835
Phone (915) 877-7700
Fax (915) 877-7707

Maria Reyna Salcedo
Principal

Jessica Melendez-Carrillo
Assistant Principal

Monica Barraza
Counselor

July 20, 2018

New Mexico Public Education Commission
Jerry Apodaca Education Building
300 Don Gaspar Ave,
Santa Fe, NM 87501

Dear Madame Chair, Patricia Gibson,

During the school year 2017-2018 at Bill Childress Elementary where I am the principal, the approach that Mr. Aceves describes as the Xinachtli (Sheen-ach-tee) Project was part of our enrichment program, Fantastic Fridays. Every Friday our classes from Kindergarten through fifth grade participated in a 45 minute enrichment encounter. Every class gets to participate for six weeks. I asked Mr. Aceves to be part of our Fantastic Fridays because I had heard of its success at one of our sister schools, Canutillo Elementary where he taught for 20 years and retired three years ago. He graciously donated his time and volunteered to deliver this wonderful program to our students.

Xinachtli had many positive effects in our school. Teachers reported that the first and most noticeable result was the motivation factor and how eager their students were to attend Mr. Aceves's enrichment program. In this day in age, motivating young minds seems almost impossible unless you have some technological gadget; however, Xinachtli proved us wrong yet again because it goes beyond touching their minds, it touches their hearts and souls in unimaginable ways. The second outcome was voiced from the teachers themselves, who commented on how the motivation the program instills in them translated and transferred into better academic performance. This produced a self-discipline in students that was difficult to explain.

The third and most important product of the program was the respect that was generated through the lessons; self-respect, first and foremost, but it extended beyond this to respect for others, respect for nature, and respect for processes and systems. It was a kind of respect that I had not witnessed in a very long time. Most of the time we focus on the goal and the results, which are very important, however the journey and path to get there are just as vital, and possibly more essential. Present day technology creates a sense of automaticity and rush, thus it does not develop patience and a sense of peace and enjoyment. Most of the time people just want to "get things done" and check a box, not realizing the delight and satisfaction of going through a process. Xinachtli brings back the harmony and serenity to the concept of "waiting", and it teaches patience. The most valuable things we know, are valuable precisely because of the time it takes to create them, and if we are not willing or able to wait and appreciate the process, we will miss out on many beautiful experiences in life. I personally experienced this when I engaged in one of the sessions and observed students sitting down in a circle using simple instruments like a drum, rattle, and flutes to interact with each other in unique ways. I have certainly not seen something like what I saw in Mr. Aceves's classroom.



Bill Childress Elementary School

P.O. Box 100
7700 Cap Carter Road
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Phone (915) 877-7700
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Principal

Jessica Melendez-Carrillo
Assistant Principal

Monica Barraza
Counselor

During another one of my visits to the classroom, I was impressed by how well students in a second-grade class were using metaphors and symbols to express knowledge about math and science. Their discussion about the mythic story shared orally by Mr. Aceves clearly indicated critical thinking and a depth that touches not only the mind but the heart and soul as well. This develops a very important skill that, in my opinion, is lacking in 80% of human beings; that is, listening skills. Listening is the most difficult skill to develop and teach, but Mr. Aceves made it look so easy and doable, that it made me think it can be accomplished, through very carefully planned lessons.

Mr. Aceves brought in presenters and I was thrilled when a couple from Peru came and shared their culture with our students through our enrichment program. I believe that this part of his program can be extended to include parent and local community participation in the future. How can acceptance and tolerance be taught if students are not exposed to a variety of cultures and people? It is through interaction with others that we learn to accept and realize that our world consists of rich and beautiful beliefs. Mr. Aceves was successful and realizes that this is the way to grow minds, hearts and souls.

Xinachtli is an excellent enrichment program for any academic plan, and can easily be integrated with all the disciplines in a variety of ways. Present day programs focus greatly on STEM (Science, Technology, Engineering, and Math), and recently they have discovered that an important missing component was the arts, thus it has evolved into STEAM. I believe that there are still components missing such as literacy and cultural awareness. Xinachtli is a more complete program which includes the literacy, cultural awareness, and goes deeper than that. It includes the awareness for the earth, the universe, and all the species within it.

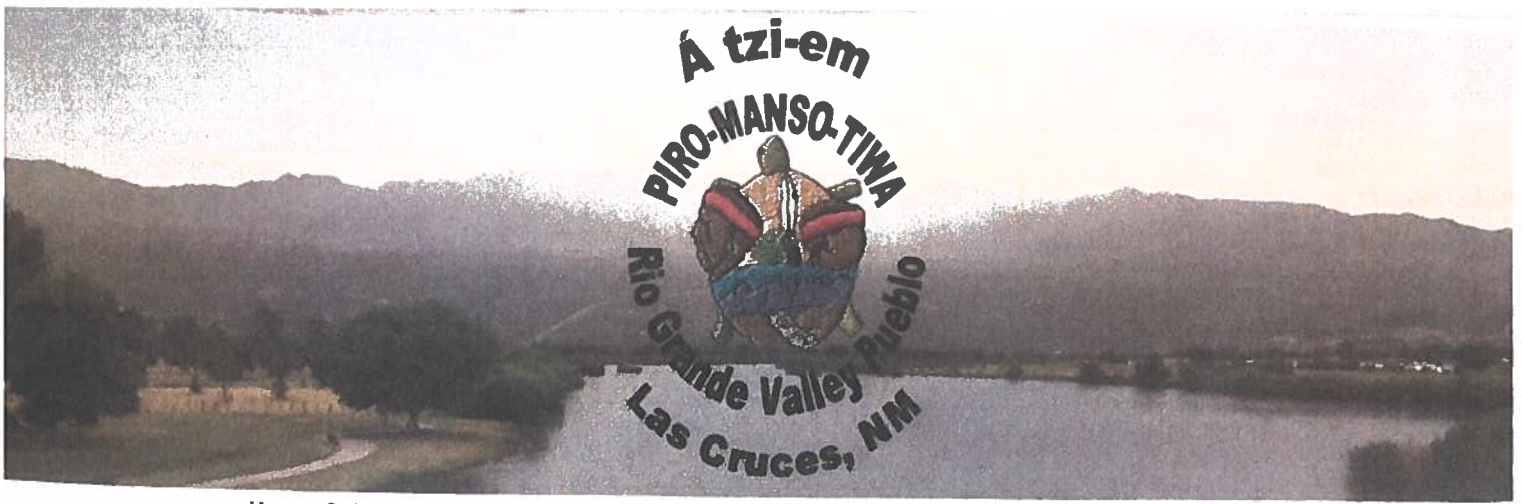
To prevent present day tragedies, such as shootings, violence, intolerance, and hatred, we have to integrate compassion, patience, and kindness into the curriculum and Xinachtli definitely accomplishes this and much more!

Thank you for your consideration and time.

Respectfully yours,

Maria Reyna Salcedo

Principal, Bill Childress Elementary
Canutillo ISD



Henry O. Torres (Govenor) 575-680-6616 P.O. Box 16181 Las Cruces, NM 88004

I support the efforts of NACA, as Governor of the Piro Manso Tiwa Indians of Las Cruces, New Mexico.

The tribe feels that this is an outstanding service to our community. We will also be available to help,

When needed, for the success of the school. We can help in some limited activities as needed. Our

Intentions as Native Americans and concerns for our children will always be in our hearts, to help the

Children and the Raices del Saber Xinachtli Community School. I believe that in supporting this bill you


Will impact the lives of countless children.

Thank you for your consideration of our tribe's viewpoint on this matter, I believe it is an important

Issue, and would like to see the legislation pass to ensure effective educational services for the students

involved.

Sincerely,



Henry O Torres,

4070 Cherry Cider

Las Cruces, New Mexico 88007

575-680-6616

Woerner, Karen, PED

From: Schools, Charter, PED
Sent: Monday, July 23, 2018 9:08 AM
To: Woerner, Karen, PED
Subject: Fw: Raices del Saber Xinachtli Community School Comment Submission

From: Gabriel Vasquez <gvasquez@las-cruces.org>
Sent: Sunday, July 22, 2018 8:32 PM
To: Schools, Charter, PED
Subject: Raices del Saber Xinachtli Community School Comment Submission

New Mexico Public Education Commission
Jerry Apodaca Education Building
300 Don Gaspar Ave
Santa Fe, NM 87501

Attn: Chair Patricia Gipson

Good evening Ms. Gipson and esteemed members of the Public Education Commission. I am writing to express my strong **support** for the approval of the charter for Raices del Saber Xinachtli Community School.

As the City Councilor for District 3 in Las Cruces, one of the city's poorest districts, serving a majority Hispanic population, I understand, appreciate, and fully support the educational model being proposed by the Raices school, have full confidence in its founding staff, and believe it would offer students and their families an alternative education curriculum and environment that would benefit our students and the City of Las Cruces.

Growing up bilingual has opened many opportunities for me that have put me in a privileged position to speak and communicate with a diverse population in New Mexico. The cultural connections and culturally relevant curriculum and learning environment being offered by Raices would give students a rich educational opportunity rooted in the history of the Mesilla Valley and much of New Mexico.

I highly encourage you to approve the charter for Raices del Saber Xinachtli Community School.

Best Regards,

Gabriel Vasquez
City Councilor, District 3
Main: 575-541-2070

gvasquez@las-cruces.org



Petition in Support of
Raíces del Saber Xinachtli Community School

TO: NEW MEXICO PUBLIC EDUCATION COMMISSION

ENGLISH:

I am signing this petition in support of the Raíces del Saber Xinachtli Community School (Raíces) application to become a public charter school in Las Cruces with the intent to serve the greater Las Cruces area.

I support the mission of Raíces to educate children to become bilingual and biliterate (reading writing and speaking) in both English and Spanish at high levels of proficiency.

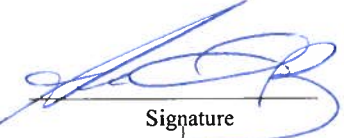
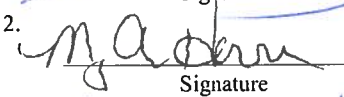
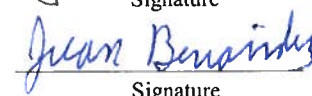


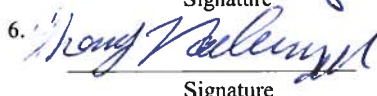
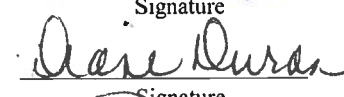
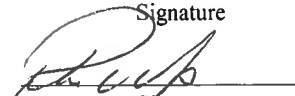
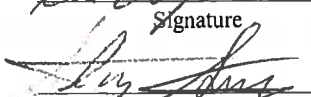
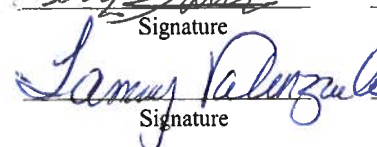
I support the mission of Raíces to create a learning environment in which 75% of students in Las Cruces who come from a Hispanic/meso-American heritage can feel great pride in their cultural roots, ultimately contributing to a positive self-identity that can propel them toward success in school and life.

SPANISH:

Firmo esta petición en apoyo a la propuesta de Raíces del Saber Xinachtli Community School (Raíces) para establecer una escuela pública charter en Las Cruces con la intención de servir el area de Las Cruces y sus alrededores.

Apoyo la misión de Raíces de brindar una alfabetización bilingüe (donde puedan hablar, leer, y escribir) en ambos idiomas Inglés y Español con altos niveles de competencia.

Apoyo la misión de Raíces en crear un ambiente de aprendizaje en el cual el 75% de los estudiantes en Las Cruces que proviene de herencia Hispana/Meso-Americana pueden sentir un gran orgullo de sus raíces culturales lo cual contribuya a una auto-identidad positiva que los pueda impulsar hacia el éxito académico y en sus vidas.

1.		<u>Frances I. Rodriguez</u>	<u>1801 E Colorado Ave LCNM</u>	<u>88001</u>
	Signature	Printed Name	Physical Address	Zip Code
2.		<u>Mary Ann Herrera</u>	<u>6325 Chomiso PL</u>	<u>88012</u>
	Signature	Printed Name	Physical Address	Zip Code
3.		<u>Juan Benavides</u>	<u>1223 AKBAS, L.C.</u>	<u>880059131</u>
	Signature	Printed Name	Physical Address	Zip Code
4.		<u>Modesta Benavides</u>	<u>1203 AKBAS L.C.</u>	<u>88005-1131</u>
	Signature	Printed Name	Physical Address	Zip Code
5.		<u>Nicholas Ray</u>	<u>12390 Ft McLane L.C.N.M.</u>	<u>88007</u>
	Signature	Printed Name	Physical Address	Zip Code
6.		<u>Thomas A. Valenzuela</u>	<u>12390 Fort McLane</u>	<u>88007</u>
	Signature	Printed Name	Physical Address	Zip Code
7.		<u>Diane Duran</u>	<u>1996 Chateau Dr</u>	<u>88005</u>
	Signature	Printed Name	Physical Address	Zip Code
8.		<u>Peter Vargas</u>	<u>3801 Tigra Dr</u>	<u>88001</u>
	Signature	Printed Name	Physical Address	Zip Code
9.		<u>Stanley J. Tarkenton</u>	<u>1801 Colorado St</u>	<u>88001</u>
	Signature	Printed Name	Physical Address	Zip Code
10.		<u>Tammy Valenzuela</u>	<u>12390 Fort McLane LCNM</u>	<u>88007</u>
	Signature	Printed Name	Physical Address	Zip Code

Petition in Support of
Raíces del Saber Xinachtli Community School

TO: NEW MEXICO PUBLIC EDUCATION COMMISSION

ENGLISH:

I am signing this petition in support of the Raíces del Saber Xinachtli Community School (Raíces) application to become a public charter school in Las Cruces with the intent to serve the greater Las Cruces area.

I support the mission of Raices to educate children to become bilingual and biliterate (reading writing and speaking) in both English and Spanish at high levels of proficiency.


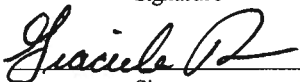


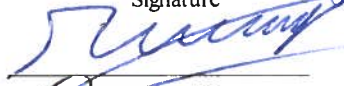

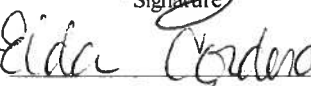

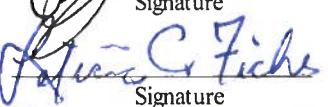
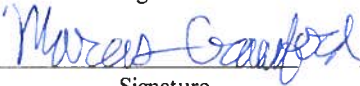
I support the mission of Raíces to create a learning environment in which 75% of students in Las Cruces who come from a Hispanic/meso-American heritage can feel great pride in their cultural roots, ultimately contributing to a positive self-identity that can propel them toward success in school and life.

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- | | | | | |
|-----|---|--------------------------|-------------------------------|--------------|
| 1. |  | <u>Gloria Otero</u> | <u>2400 Jordan A, LCNM</u> | <u>88001</u> |
| | Signature | Printed Name | Physical Address | Zip Code |
| 2. |  | <u>Graciela Ramos</u> | <u>909 Alamo St, LCNM</u> | <u>88001</u> |
| | Signature | Printed Name | Physical Address | Zip Code |
| 3. |  | <u>Adela L. Trujillo</u> | <u>1723 Royal Dr LC NM</u> | <u>88011</u> |
| | Signature | Printed Name | Physical Address | Zip Code |
| 4. |  | <u>Isabel Dominguez</u> | <u>4081 Monte Sombra LCNM</u> | <u>88012</u> |
| | Signature | Printed Name | Physical Address | Zip Code |
| 5. |  | <u>Rolando Acosta</u> | <u>5860 Organ Peak Dr.</u> | <u>88012</u> |
| | Signature | Printed Name | Physical Address | Zip Code |
| 6. |  | <u>Cesar A Gomez</u> | <u>5215 Pueblo trl LCNM</u> | <u>88012</u> |
| | Signature | Printed Name | Physical Address | Zip Code |
| 7. |  | <u>Elda Cordero</u> | <u>820 mimbrs st. L.C. NM</u> | <u>88001</u> |
| | Signature | Printed Name | Physical Address | Zip Code |
| 8. |  | <u>Alberto Zavala</u> | <u>4735 Arabela Dr. LCNM</u> | <u>88012</u> |
| | Signature | Printed Name | Physical Address | Zip Code |
| 9. |  | <u>Leticia C. Fickes</u> | <u>4207 Winters St. LCNM.</u> | <u>88005</u> |
| | Signature | Printed Name | Physical Address | Zip Code |
| 10. |  | <u>Marcus Crawford</u> | <u>2200 Mars Avenue</u> | <u>88012</u> |
| | Signature | Printed Name | Physical Address | Zip Code |

Petition in Support of
Raíces del Saber Xinachtli Community School

TO: NEW MEXICO PUBLIC EDUCATION COMMISSION

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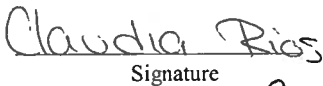

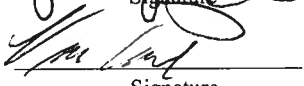


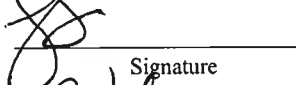

I support the mission of Raíces to create a learning environment in which 75% of students in Las Cruces who come from a Hispanic/meso-American heritage can feel great pride in their cultural roots, ultimately contributing to a positive self-identity that can propel them toward success in school and life.

SPANISH:

Firmo esta petición en apoyo a la propuesta de Raíces del Saber Xinachtli Community School (Raíces) para establecer una escuela pública charter en Las Cruces con la intención de servir el area de Las Cruces y sus alrededores.

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1.	 Signature	<u>Claudia Rios</u> Printed Name	<u>661 Vistaso loop</u> Physical Address	<u>88021</u> Zip Code
2.	 Signature	<u>Yianka Gonzalez</u> Printed Name	<u>3850 N. Fork</u> Physical Address	<u>88012</u> Zip Code
3.	 Signature	<u>Veronica Casbagis</u> Printed Name	<u>900 E Madrid</u> Physical Address	<u>88001</u> Zip Code
4.	<u>Luz C. Acosta</u> Signature	<u>Luz C. Acosta</u> Printed Name	<u>900 E Madrid</u> Physical Address	<u>88001</u> Zip Code
5.	<u>María Moreno</u> Signature	<u>María Moreno</u> Printed Name	<u>2008 Princess Jeanette</u> Physical Address	<u>88001</u> Zip Code
6.	<u>Nicole moren</u> Signature	<u>Nicole moren</u> Printed Name	<u>2008 Princess Jeanette</u> Physical Address	<u>88001</u> Zip Code
7.	 Signature	<u>Cristina Dominguez</u> Printed Name	<u>814 Luisa Anthony Dr</u> Physical Address	<u>79921</u> Zip Code
8.	 Signature	<u>Blanca Ontiveros</u> Printed Name	<u>3298 Highridge St</u> Physical Address	<u>88012</u> Zip Code
9.	 Signature	<u>Blanca Ontiveros</u> Printed Name	<u>930 E BOUTHER</u> Physical Address	<u>88001</u> Zip Code
10.	 Signature	<u>Jeron Campbell</u> Printed Name	<u>10000 Arid Way</u> Physical Address	<u>87114</u> Zip Code


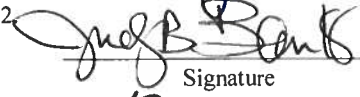
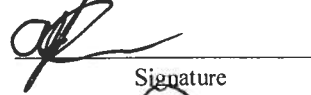



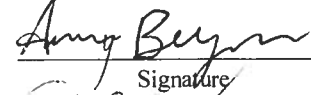



Petition to the New Mexico Public Education Commission
In Support of
Raíces del Saber Xinachtli Community School

ENGLISH:

I am signing this petition in support of the Raíces del Saber Xinachtli Community School application to become a public charter school in Las Cruces with the intent to serve the greater Las Cruces area. Parents and teachers alike greatly desire a learning environment in which children will become bilingual and biliterate (reading writing, and speaking) in both English and Spanish at high levels of proficiency. Of equal importance is a learning environment in which the 75% of students in Las Cruces who come from a Hispanic/meso-American heritage can feel great pride in their cultural roots which will contribute to a positive self-identity that can propel them toward success in school and life.

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Firmo esta petición en apoyo a la propuesta de Raíces del Saber Xinachtli Community School para establecer una escuela pública charter en Las Cruces con la intención de servir el area de Las Cruces y sus alrededores. Tanto padres de familia como maestros desean tener un ambiente de aprendizaje en el cual los niños tengan un ambiente de alfabetización bilingüe (donde puedan hablar, leer, y escribir) en ambos idiomas Ingles y Español con altos niveles de competencia. De igual importancia es este ambiente de aprendizaje en el cual el 75% de los estudiantes en Las Cruces que provienen de herencia Hispana/Meso-Americana pueden sentir un gran orgullo de sus raíces culturales lo cual contribuya a una auto-identidad positiva que los pueda impulsar hacia el éxito académico y en su vida.

1.	 Signature	Jamie A. Ortega Printed Name	4373 N. Hwy 28, Lc. nm Physical Address	88005 Zip Code
2.	 Signature	Judy B. Banks Printed Name	3415 Bataan Mem. W. Physical Address	88012 Zip Code
3.	 Signature	Alfredo Camacho Printed Name	3516 Wintemaven Physical Address	88007 Zip Code
4.	 Signature	Irene Peña Printed Name	1902 Hawaii Ave Physical Address	88310 Zip Code
5.	 Signature	Veronica Villa Printed Name	2401 N. Yuma St SE Physical Address	88001 Zip Code
6.	 Signature	Destiny Lara Printed Name	6465 Jan Lane Physical Address	88012 Zip Code
7.	 Signature	Arely Bojarano Printed Name	900 E. Madrid Physical Address	88001 Zip Code
8.	 Signature	Delon Wiggfield Printed Name	1506 Alabama St. Physical Address	88004 Zip Code
9.	 Signature	Annette Segura Printed Name	1717 Calle Fielder Ct. Physical Address	88001 Zip Code
10.	 Signature	Johnathan Fretwell Printed Name	128 21st Ave Physical Address	88048 Zip Code


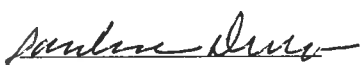
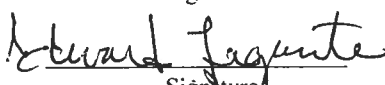


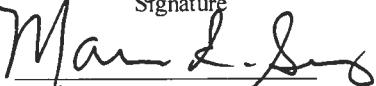
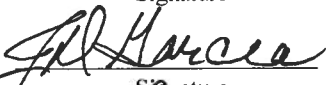
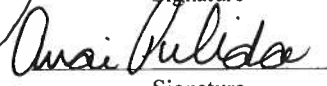
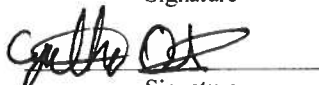

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1.  RITA DURAN 1996 CHATEAU DR. L.C. NM 88005
Signature Printed Name Physical Address Zip Code
2.  Pauline Duran 1996 Chateau Dr, LC, NM 88005
Signature Printed Name Physical Address Zip Code
3.  Edward Legarete 1985 Chateau Dr, LC NM 88005
Signature Printed Name Physical Address Zip Code
4.  William Lieto B Street Organ NM 88052
Signature Printed Name Physical Address Zip Code
5.  Diane Duran 1996 Chateau Dr, LC NM 88005
Signature Printed Name Physical Address Zip Code
6.  MARIA E. SAENZ 140 N Resorio, LAMES 88044
Signature Printed Name Physical Address Zip Code
7.  Judith Garcia 271 Norway Anotillo TX 79835
Signature Printed Name Physical Address Zip Code
8.  Anai Pulido 2330 Nevada Ave. Apt 912 88001
Signature Printed Name Physical Address Zip Code
9.  Cynthia Ortiz Perez 2815 smain st #67 88047
Signature Printed Name Physical Address Zip Code
10.  Claudia Jimena 2013 Princess Jeanne Dr I.C. NM 88000
Signature Printed Name Physical Address Zip Code

Petition in Support of
Raíces del Saber Xinachtli Community School

TO: NEW MEXICO PUBLIC EDUCATION COMMISSION

ENGLISH:

I am signing this petition in support of the Raíces del Saber Xinachtli Community School (Raíces) application to become a public charter school in Las Cruces with the intent to serve the greater Las Cruces area.

I support the mission of Raices to educate children to become bilingual and biliterate (reading writing and speaking) in both English and Spanish at high levels of proficiency.

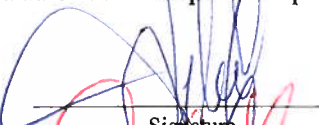
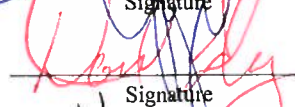



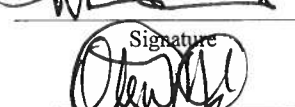
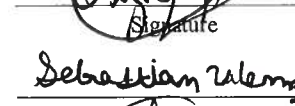
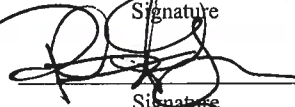
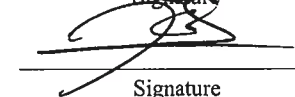

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1.		Lydia Madron	18200 Stern Pr.	Marquitos NM 88048
	Signature	Printed Name	Physical Address	Zip Code
2.		DAVID G BENBERG	1129 N. Campo, W	88001
	Signature	Printed Name	Physical Address	Zip Code
3.		RANG HARRIS		88005
	Signature	Printed Name	Physical Address	Zip Code
4.		RAY REICH	856 BLUE Pk	88008
	Signature	Printed Name	Physical Address	Zip Code
5.		OLIVIA JOHNSTON	3901 Sonoma Spring	88011
	Signature	Printed Name	Physical Address	Zip Code
6.		MICHAEL CASNEW	" " "	88011
	Signature	Printed Name	Physical Address	Zip Code
7.		OLGA MORALES	2000 DESERT WINDY	88012
	Signature	Printed Name	Physical Address	Zip Code
8.		Sebastian Valenzuela	12390 Desert Valley Road	88007
	Signature	Printed Name	Physical Address	Zip Code
9.		John Garcia	1325 Bon Bon Ave	88005
	Signature	Printed Name	Physical Address	Zip Code
10.		Maria Flores	714 City View Dr	88011
	Signature	Printed Name	Physical Address	Zip Code

Petition in Support of
Raíces del Saber Xinachtli Community School

TO: NEW MEXICO PUBLIC EDUCATION COMMISSION

ENGLISH:

I am signing this petition in support of the Raíces del Saber Xinachtli Community School (Raíces) application to become a public charter school in Las Cruces with the intent to serve the greater Las Cruces area.

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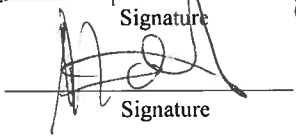
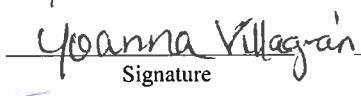
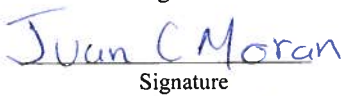
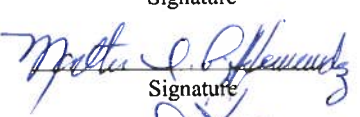





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- | | | | | |
|-----|--|---------------------------------------|--|-------------------|
| 1. | 
Signature | Ana Hernandez
Printed Name | 2065 Sealsipuedes L.C.
Physical Address | 88012
Zip Code |
| 2. | 
Signature | Jose Pineda
Printed Name | 310 N Alameda
Physical Address | 88005
Zip Code |
| 3. | 
Signature | Yoanna Villagran
Printed Name | 7555 Shoestring
Physical Address | 88012
Zip Code |
| 4. | 
Signature | Juan C Moran
Printed Name | 1955 Colorado
Physical Address | 88001
Zip Code |
| 5. | 
Signature | Martha I. Hernandez
Printed Name | 1527 Foster #27
Physical Address | 88001
Zip Code |
| 6. | 
Signature | Martha I. Beuter
Printed Name | 580 Foster Ap # 8
Physical Address | 88001
Zip Code |
| 7. | 
Signature | Marcos Hernandez
Printed Name | 1527 Foster Ap. 27
Physical Address | 88001
Zip Code |
| 8. | 
Signature | Noe Alejandro Rivera
Printed Name | "
Physical Address | "
Zip Code |
| 9. | 
Signature | Alexis Alberto Rivera
Printed Name | "
Physical Address | "
Zip Code |
| 10. | 
Signature | Ivanna Izaguirre
Printed Name | 9551 Carretas Rd
Physical Address | 88005
Zip Code |

Petition in Support of
Raíces del Saber Xinachtli Community School

TO: NEW MEXICO PUBLIC EDUCATION COMMISSION

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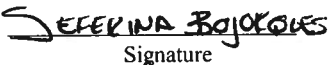

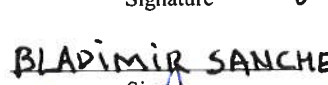



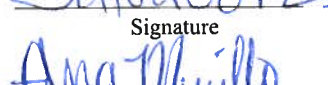
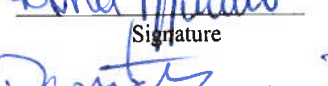
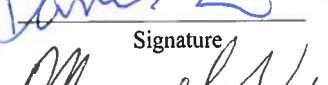
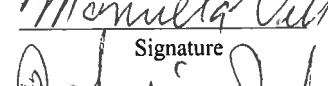
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- | | | | | |
|-----|---|--------------------|------------------------------|----------|
| 1. |  | Seferina Bojorques | 1030 E. Court | 88001 |
| | Signature | Printed Name | Physical Address | Zip Code |
| 2. |  | Idalia G. Sanchez | 5812 La Reina #22 | 88012 |
| | Signature | Printed Name | Physical Address | Zip Code |
| 3. |  | BLADIMIR SANCHEZ | 3865 S. MAIN ST. UNIT 3 | 88047 |
| | Signature | Printed Name | Physical Address | Zip Code |
| 4. |  | Ana Gonzalez | 1203 4th Las Cruces NM | 88005 |
| | Signature | Printed Name | Physical Address | Zip Code |
| 5. |  | Ismaely Munillo | 1041 Sixth St Las Cruces NM | 88005 |
| | Signature | Printed Name | Physical Address | Zip Code |
| 6. |  | Salvador | 8450 Grouse Run | 88012 |
| | Signature | Printed Name | Physical Address | Zip Code |
| 7. |  | Anna Munillo | 1245 Grouse Run | 88012 |
| | Signature | Printed Name | Physical Address | Zip Code |
| 8. |  | Daniel Torres | 1203 4th | 88005 |
| | Signature | Printed Name | Physical Address | Zip Code |
| 9. |  | Manuela Villagran | 1425 Hamiel Dr Las Cruces NM | 88001 |
| | Signature | Printed Name | Physical Address | Zip Code |
| 10. |  | Refugio Rodriguez | 1425 Hamiel Dr Las Cruces NM | 88001 |
| | Signature | Printed Name | Physical Address | Zip Code |

Petition in Support of
Raíces del Saber Xinachtli Community School

TO: NEW MEXICO PUBLIC EDUCATION COMMISSION

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- | | | | | |
|-----|--------------------------------------|---|--|--------------------------|
| 1. | <u>Marta Martinez</u>
Signature | <u>Marta Martinez</u>
Printed Name | <u>1955 Colorado #24</u>
Physical Address | <u>88001</u>
Zip Code |
| 2. | <u>Bertha A Sanchez</u>
Signature | <u>Bertha A Sanchez</u>
Printed Name | <u>8 Creosote Court</u>
Physical Address | <u>88012</u>
Zip Code |
| 3. | <u>Nancy Gomez</u>
Signature | <u>Nancy Gomez</u>
Printed Name | <u>6135 Ledesma dr</u>
Physical Address | <u>88032</u>
Zip Code |
| 4. | <u>MARIA TORREALBA</u>
Signature | <u>MARIA TORREALBA</u>
Printed Name | <u>6345 N.D. AWA Rd</u>
Physical Address | <u>88001</u>
Zip Code |
| 5. | <u>Gabea Lees</u>
Signature | <u>Gabruck Gonzalez</u>
Printed Name | <u>830 Holtz</u>
Physical Address | <u>88005</u>
Zip Code |
| 6. | <u>Flov Banuelos</u>
Signature | <u>Flov Banuelos</u>
Printed Name | <u>5551 Patagonia Dr</u>
Physical Address | <u>88011</u>
Zip Code |
| 7. | <u>Jocelin Montoya</u>
Signature | <u>Jocelin Montoya</u>
Printed Name | <u>5551 Patagonia Dr</u>
Physical Address | <u>88011</u>
Zip Code |
| 8. | <u>Daisy Holquin</u>
Signature | <u>Daisy Holquin</u>
Printed Name | <u>1420 sacramento</u>
Physical Address | <u>8001</u>
Zip Code |
| 9. | <u>J. Montoya</u>
Signature | <u>Javier Montoya Jr.</u>
Printed Name | <u>6616 Hawk rd.</u>
Physical Address | <u>88012</u>
Zip Code |
| 10. | <u>Emilio Ramirez</u>
Signature | <u>Emilio Ramirez</u>
Printed Name | <u>1196 W picacho</u>
Physical Address | <u>88005</u>
Zip Code |

Petition in Support of
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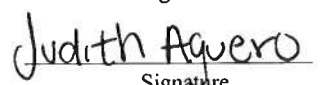
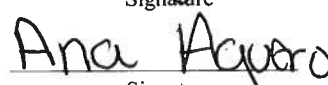

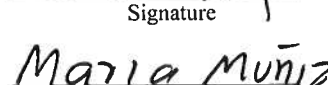
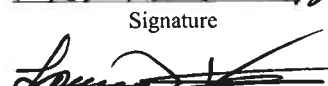

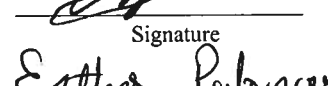
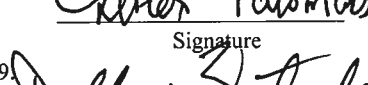
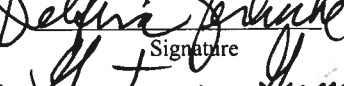
I support the mission of Raíces to create a learning environment in which 75% of students in Las Cruces who come from a Hispanic/meso-American heritage can feel great pride in their cultural roots, ultimately contributing to a positive self-identity that can propel them toward success in school and life.

SPANISH:

Firmo esta petición en apoyo a la propuesta de Raíces del Saber Xinachtli Community School (Raíces) para establecer una escuela pública charter en Las Cruces con la intención de servir el area de Las Cruces y sus alrededores.

Apoyo la misión de Raíces de brindar una alfabetización bilingüe (donde puedan hablar, leer, y escribir) en ambos idiomas Inglés y Español con altos niveles de competencia.

Apoyo la misión de Raíces en crear un ambiente de aprendizaje en el cual el 75% de los estudiantes en Las Cruces que proviene de herencia Hispana/Meso-Americana pueden sentir un gran orgullo de sus raíces culturales lo cual contribuya a una auto-identidad positiva que los pueda impulsar hacia el éxito académico y en sus vidas.

- | | | | | |
|-----|---|--|---|--------------------------|
| 1. | <u></u>
Signature | <u>Maibela Barajas</u>
Printed Name | <u>2801 W Picacho Av.</u>
Physical Address | <u>88007</u>
Zip Code |
| 2. | <u></u>
Signature | <u>Judith Aguero</u>
Printed Name | <u>4801 S. Main</u>
Physical Address | <u>88047</u>
Zip Code |
| 3. | <u></u>
Signature | <u>Ana Aguero</u>
Printed Name | <u>4801 S. Main</u>
Physical Address | <u>88047</u>
Zip Code |
| 4. | <u></u>
Signature | <u>Maria Velazquez</u>
Printed Name | <u>4801 S. Main</u>
Physical Address | <u>88047</u>
Zip Code |
| 5. | <u></u>
Signature | <u>Maria Muniz</u>
Printed Name | <u>4801 S. Main</u>
Physical Address | <u>88047</u>
Zip Code |
| 6. | <u></u>
Signature | <u>Lourdes Velazquez</u>
Printed Name | <u>1442 Branding Iron</u>
Physical Address | <u>88005</u>
Zip Code |
| 7. | <u></u>
Signature | <u>Cesar Maldonado</u>
Printed Name | <u>1442 Branding Iron</u>
Physical Address | <u>88005</u>
Zip Code |
| 8. | <u></u>
Signature | <u>Esther P</u>
Printed Name | <u>Mesilla Park N.M</u>
Physical Address | <u>88047</u>
Zip Code |
| 9. | <u></u>
Signature | <u>DELFINA</u>
Printed Name | <u>245 AVENIDA DE MESILLA</u>
Physical Address | <u>88005</u>
Zip Code |
| 10. | <u></u>
Signature | <u>Gustavo Gomez</u>
Printed Name | <u>100 E Idaho</u>
Physical Address | <u>88005</u>
Zip Code |

Petition in Support of
Raíces del Saber Xinachtli Community School

TO: NEW MEXICO PUBLIC EDUCATION COMMISSION

ENGLISH:

I am signing this petition in support of the Raíces del Saber Xinachtli Community School (Raíces) application to become a public charter school in Las Cruces with the intent to serve the greater Las Cruces area.

I support the mission of Raíces to educate children to become bilingual and biliterate (reading writing and speaking) in both English and Spanish at high levels of proficiency.


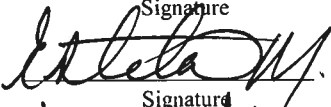
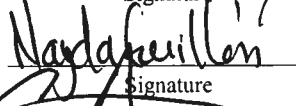




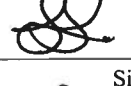
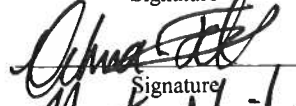

I support the mission of Raíces to create a learning environment in which 75% of students in Las Cruces who come from a Hispanic/meso-American heritage can feel great pride in their cultural roots, ultimately contributing to a positive self-identity that can propel them toward success in school and life.

SPANISH:

Firmo esta petición en apoyo a la propuesta de Raíces del Saber Xinachtli Community School (Raíces) para establecer una escuela pública charter en Las Cruces con la intención de servir el area de Las Cruces y sus alrededores.

Apoyo la misión de Raíces de brindar una alfabetización bilingue (donde puedan hablar, leer, y escribir) en ambos idiomas Inglés y Español con altos niveles de competencia.

Apoyo la misión de Raíces en crear un ambiente de aprendizaje en el cual el 75% de los estudiantes en Las Cruces que proviene de herencia Hispana/Meso-Americana pueden sentir un gran orgullo de sus raíces culturales lo cual contribuya a una auto-identidad positiva que los pueda impulsar hacia el éxito académico y en sus vidas.

- | | | | | |
|-----|--|---|---|--------------------------|
| 1. | 
Signature | <u>Claudia f</u>
Printed Name | <u>1855 Rocca Secca</u>
Physical Address | <u>88012</u>
Zip Code |
| 2. | 
Signature | <u>Esthela M.</u>
Printed Name | <u>#8588 Diamond Cir.</u>
Physical Address | <u>88012</u>
Zip Code |
| 3. | 
Signature | <u>Nardavillen</u>
Printed Name | <u>#8090 Piquet Cir.</u>
Physical Address | <u>88012</u>
Zip Code |
| 4. | 
Signature | <u>Cindy Hernandez</u>
Printed Name | <u>#10550 HOLMAN RP.</u>
Physical Address | <u>88012</u>
Zip Code |
| 5. | 
Signature | <u>Guadalupe Gallegos</u>
Printed Name | <u>34 Ella Mae Vado</u>
Physical Address | <u>88072</u>
Zip Code |
| 6. | 
Signature | <u>Maritza Martin</u>
Printed Name | <u>1352 N-Alameda</u>
Physical Address | <u>88001</u>
Zip Code |
| 7. | 
Signature | <u>Maria Valdes</u>
Printed Name | <u>405 Alameda</u>
Physical Address | <u>88005</u>
Zip Code |
| 8. | 
Signature | <u>Fabiola Gtz.</u>
Printed Name | <u>2230 Dona Ana Rd.</u>
Physical Address | <u>88007</u>
Zip Code |
| 9. | 
Signature | <u>Alma Tellez</u>
Printed Name | <u>5535 maura Ln</u>
Physical Address | <u>88012</u>
Zip Code |
| 10. | 
Signature | <u>Nidia Medina</u>
Printed Name | <u>6320 payanid.</u>
Physical Address | <u>88012</u>
Zip Code |

Petition in Support of
Raíces del Saber Xinachtli Community School

TO: NEW MEXICO PUBLIC EDUCATION COMMISSION

ENGLISH:

I am signing this petition in support of the Raíces del Saber Xinachtli Community School (Raíces) application to become a public charter school in Las Cruces with the intent to serve the greater Las Cruces area.

I support the mission of Raíces to educate children to become bilingual and biliterate (reading writing and speaking) in both English and Spanish at high levels of proficiency.

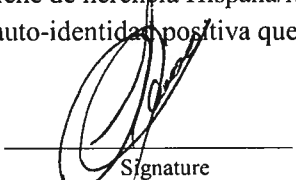
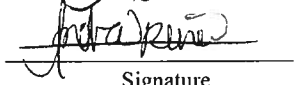
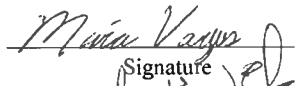


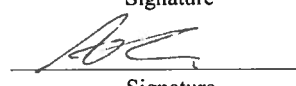
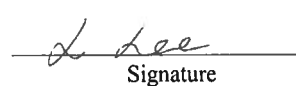
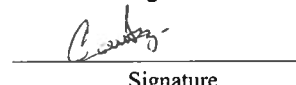
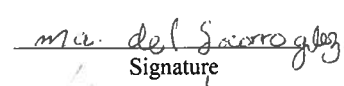
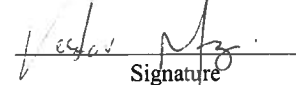
I support the mission of Raíces to create a learning environment in which 75% of students in Las Cruces who come from a Hispanic/meso-American heritage can feel great pride in their cultural roots, ultimately contributing to a positive self-identity that can propel them toward success in school and life.

SPANISH:

Firmo esta petición en apoyo a la propuesta de Raíces del Saber Xinachtli Community School (Raíces) para establecer una escuela pública charter en Las Cruces con la intención de servir el area de Las Cruces y sus alrededores.

Apoyo la misión de Raíces de brindar una alfabetización bilingüe (donde puedan hablar, leer, y escribir) en ambos idiomas Inglés y Español con altos niveles de competencia.

Apoyo la misión de Raíces en crear un ambiente de aprendizaje en el cual el 75% de los estudiantes en Las Cruces que proviene de herencia Hispana/Meso-Americana pueden sentir un gran orgullo de sus raíces culturales lo cual contribuya a una auto-identidad positiva que los pueda impulsar hacia el éxito académico y en sus vidas.

1.	 Signature	<u>Laura Mosen</u> Printed Name	<u>5142 Greck TR</u> Physical Address	<u>88012</u> Zip Code
2.	 Signature	<u>Indra Pena</u> Printed Name	<u>5525 Braw rd sp# 2</u> Physical Address	<u>88012</u> Zip Code
3.	 Signature	<u>Maria Vargas</u> Printed Name	<u>5625 Brink Rd</u> Physical Address	<u>88012</u> Zip Code
4.	 Signature	<u>Luisa A. Soto</u> Printed Name	<u>6345 Dona Ana Rd. Sp17</u> Physical Address	<u>88007</u> Zip Code
5.	 Signature	<u>Lestey Ortiz</u> Printed Name	<u>1126 Riverside</u> Physical Address	<u>88007</u> Zip Code
6.	 Signature	<u>IVAN CAMDA</u> Printed Name	<u>1126 RIVERSIDE</u> Physical Address	<u>88007</u> Zip Code
7.	 Signature	<u>Juan Lee</u> Printed Name	<u>2405 W. Picacho Apt 93</u> Physical Address	<u>88007</u> Zip Code
8.	 Signature	<u>Cristian Ortiz</u> Printed Name	<u>2405 W. Picacho Apt. 93</u> Physical Address	<u>88007</u> Zip Code
9.	 Signature	<u>Socorro Gonzalez</u> Printed Name	<u>2405 W. Picacho Apt. 92</u> Physical Address	<u>88007</u> Zip Code
10.	 Signature	<u>Victor Martinez</u> Printed Name	<u>2405 W. Picacho Apt. 92</u> Physical Address	<u>88007</u> Zip Code

Petition in Support of
Raíces del Saber Xinachtli Community School

TO: NEW MEXICO PUBLIC EDUCATION COMMISSION

ENGLISH:

I am signing this petition in support of the Raíces del Saber Xinachtli Community School (Raíces) application to become a public charter school in Las Cruces with the intent to serve the greater Las Cruces area.

I support the mission of Raíces to educate children to become bilingual and biliterate (reading writing and speaking) in both English and Spanish at high levels of proficiency.




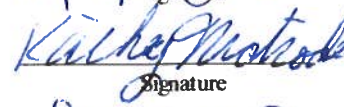
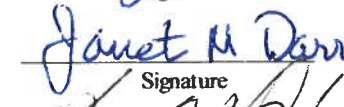
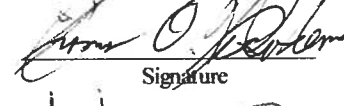


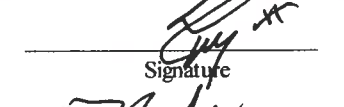
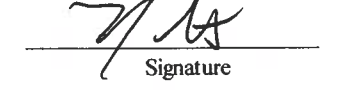
I support the mission of Raíces to create a learning environment in which 75% of students in Las Cruces who come from a Hispanic/meso-American heritage can feel great pride in their cultural roots, ultimately contributing to a positive self-identity that can propel them toward success in school and life.

SPANISH:

Firmo esta petición en apoyo a la propuesta de Raíces del Saber Xinachtli Community School (Raíces) para establecer una escuela pública charter en Las Cruces con la intención de servir el area de Las Cruces y sus alrededores.

Apoyo la misión de Raíces de brindar una alfabetización bilingüe (donde puedan hablar, leer, y escribir) en ambos idiomas Inglés y Español con altos niveles de competencia.

Apoyo la misión de Raíces en crear un ambiente de aprendizaje en el cual el 75% de los estudiantes en Las Cruces que proviene de herencia Hispana/Meso-Americana pueden sentir un gran orgullo de sus raíces culturales lo cual contribuya a una auto-identidad positiva que los pueda impulsar hacia el éxito académico y en sus vidas.

1.	 Signature	Pauline Hovey Printed Name	905 Conway Ave. #9 Las Cruces Physical Address	88005 Zip Code
2.	 Signature	Linda Whitford Printed Name	905 Conway Ave. #8 Las Cruces Physical Address	88005 Zip Code
3.	 Signature	WALTER WHITFORD Printed Name	905 Conway Ave. #3 Las Cruces Physical Address	88085 Zip Code
4.	 Signature	Kathy Nickodemus Printed Name	905 Conway Ave. #28 Las Cruces Physical Address	88005 Zip Code
5.	 Signature	Janet Marijorie Derran Printed Name	PO Box 493 Mesilla NM Physical Address	88046 Zip Code
6.	 Signature	Konas O. Nickodemus Printed Name	905 Conway Ave. #28 Las Cruces Physical Address	88005 Zip Code
7.	 Signature	JoAnn B. Burns Printed Name	905 Conway Ave. #60 Las Cruces Physical Address	88005 Zip Code
8.	 Signature	Laura Salazar Florez Printed Name	351 Luna Azul Dr. Chaparral, NM Physical Address	88081 Zip Code
9.	 Signature	Wis Huerta Printed Name	3005 Camino Real Las Cruces Physical Address	88001 Zip Code
10.	 Signature	Nicholas Matvidal Printed Name	5502 Fernwood Las Cruces Physical Address	 Zip Code



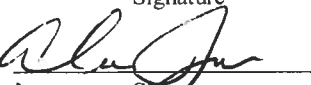
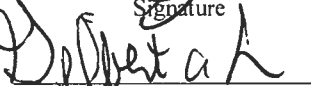
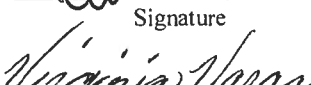
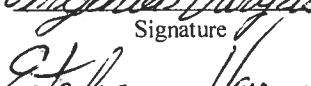
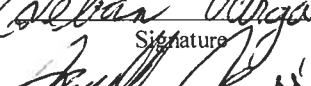
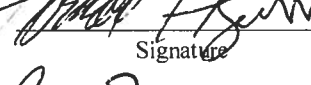

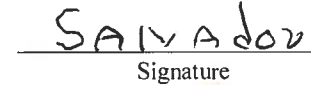
Petition to the New Mexico Public Education Commission
In Support of
Raíces del Saber Xinachtli Community School

ENGLISH:

I am signing this petition in support of the Raíces del Saber Xinachtli Community School application to become a public charter school in Las Cruces with the intent to serve the greater Las Cruces area. Parents and teachers alike greatly desire a learning environment in which children will become bilingual and biliterate (reading writing, and speaking) in both English and Spanish at high levels of proficiency. Of equal importance is a learning environment in which the 75% of students in Las Cruces who come from a Hispanic/meso-American heritage can feel great pride in their cultural roots which will contribute to a positive self-identity that can propel them toward success in school and life.

SPANISH:

Firmo esta petición en apoyo a la propuesta de Raíces del Saber Xinachtli Community School para establecer una escuela pública charter en Las Cruces con la intención de servir el area de Las Cruces y sus alrededores. Tanto padres de familia como maestros desean tener un ambiente de aprendizaje en el cual los niños tengan un ambiente de alfabetizacion bilingue (donde puedan hablar, leer, y escribir) en ambos idiomas Ingles y Español con altos niveles de competencia. De igual importancia es este ambiente de aprendizaje en el cual el 75% de los estudiantes en Las Cruces que provienen de herencia Hispana/Meso-Americana pueden sentir un gran orgullo de sus raices culturales lo cual contribuya a una auto-identidad positiva que los pueda impulsar hacia el éxito académico y en su vida.

1.	 Signature	<u>Manuel Esda</u> Printed Name	<u>505 Cowling Trail</u> Physical Address	<u>88007</u> Zip Code
2.	 Signature	<u>Mike TAPIA</u> Printed Name	<u>1525 Stewart</u> Physical Address	<u>88003</u> Zip Code
3.	 Signature	<u>Alema Jackson</u> Printed Name	<u>1174 Turkey Knob Dr.</u> Physical Address	<u>88012</u> Zip Code
4.	 Signature	<u>Gilbert ALCEDO</u> Printed Name	<u>4911 Arizbeth Dr</u> Physical Address	<u>88012</u> Zip Code
5.	 Signature	<u>Virginia VARGAS</u> Printed Name	<u>700 E. Nevada</u> Physical Address	<u>88001</u> Zip Code
6.	 Signature	<u>Esteban VARGAS</u> Printed Name	<u>700 E. Nevada Ave.</u> Physical Address	<u>88001</u> Zip Code
7.	 Signature	<u>ARNOLD AGUIRRE</u> Printed Name	<u>3801 TIGUA DR</u> Physical Address	<u>88001</u> Zip Code
8.	 Signature	<u>Anthony Rios</u> Printed Name	<u>3441 Emilia</u> Physical Address	<u>88001</u> Zip Code
9.	 Signature	<u>R.A</u> Printed Name	<u>51-2 Mc Crimmon</u> Physical Address	<u>88072</u> Zip Code
10.	 Signature	<u>Rudy ROMERO</u> Printed Name	<u>625 RENTERIA</u> Physical Address	<u>88047</u> Zip Code

Petition in Support of
Raíces del Saber Xinachtli Community School

TO: NEW MEXICO PUBLIC EDUCATION COMMISSION

ENGLISH:

I am signing this petition in support of the Raíces del Saber Xinachtli Community School (Raíces) application to become a public charter school in Las Cruces with the intent to serve the greater Las Cruces area.

I support the mission of Raíces to educate children to become bilingual and biliterate (reading writing and speaking) in both English and Spanish at high levels of proficiency.

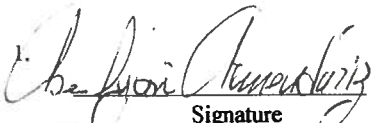
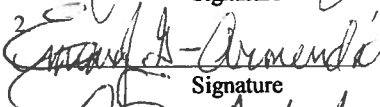



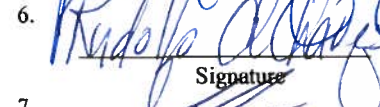

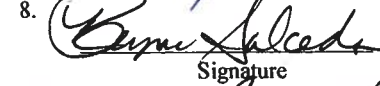

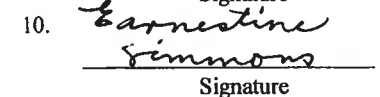
I support the mission of Raíces to create a learning environment in which 75% of students in Las Cruces who come from a Hispanic/meso-American heritage can feel great pride in their cultural roots, ultimately contributing to a positive self-identity that can propel them toward success in school and life.

SPANISH:

Firmo esta petición en apoyo a la propuesta de Raíces del Saber Xinachtli Community School (Raíces) para establecer una escuela pública charter en Las Cruces con la intención de servir el area de Las Cruces y sus alrededores.

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1.		Abel Lujan Armutian, Ph.D.	1902 Desert Greens Dr.	88011
	Signature	Printed Name	Physical Address	Zip Code
2.		Ernest G. Armutian	1902 Desert Greens Dr.	88011
	Signature	Printed Name	Physical Address	Zip Code
3.		Dorothy Andrade	1405 Wolford Dr.	88001
	Signature	Printed Name	Physical Address	Zip Code
4.		Jose Andrade	1405 Wolford Dr.	88001
	Signature	Printed Name	Physical Address	Zip Code
5.		Graciela Armentario-Chavez	1506 Pebble Beach Rd.	88011
	Signature	Printed Name	Physical Address	Zip Code
6.		Rudolf Ch. Chavez	1506 Pebble Beach Rd.	88011
	Signature	Printed Name	Physical Address	Zip Code
7.		Luis Horta	3005 Camino Real	88001
	Signature	Printed Name	Physical Address	Zip Code
8.		Maria R. Salcedo	1859 Deer Circle	88021
	Signature	Printed Name	Physical Address	Zip Code
9.		Maria Rosa Olacio	44 Mc Cinnis Rd. W.	88001
	Signature	Printed Name	Physical Address	Zip Code
10.		Ernestine Simmons	2131 Pioneer Ave. LCNM	88011
	Signature	Printed Name	Physical Address	Zip Code

Petition in Support of
Raíces del Saber Xinachtli Community School

TO: NEW MEXICO PUBLIC EDUCATION COMMISSION

ENGLISH:

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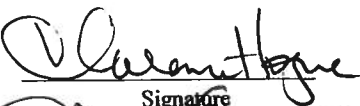
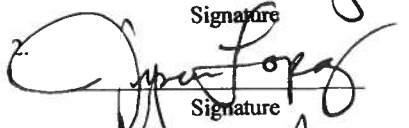

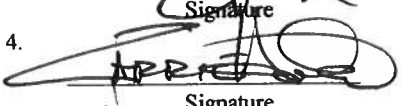

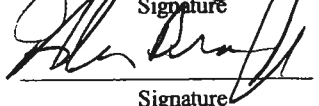
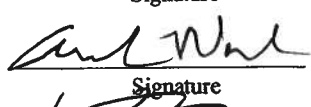
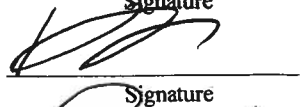
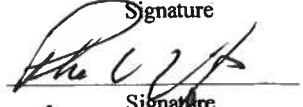
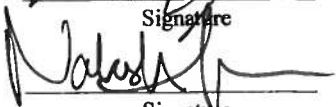
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1.		Clarence Hogue	1500 Indian School Rd NE, ABQ NM	87104
	Signature	Printed Name	Physical Address	Zip Code
2.		Jessica Lopez	1000 Indian School Rd NE, ABQ NM	87104
	Signature	Printed Name	Physical Address	Zip Code
3.		Troy Hurt	" "	" "
	Signature	Printed Name	Physical Address	Zip Code
4.		CARIE Hambley	440 Linda Vista, KC, MO	64105
	Signature	Printed Name	Physical Address	Zip Code
5.		Yvonne Douglas Flores	1173 Cave Springs Trail	88001
	Signature	Printed Name	Physical Address	Zip Code
6.		Alan Braver	615 Main St NW, Albuquerque	87104
	Signature	Printed Name	Physical Address	Zip Code
7.		Amanda Walden	1129 N. Campo St.	88001
	Signature	Printed Name	Physical Address	Zip Code
8.		KARA BORROFF	601 Las Paredes	87048
	Signature	Printed Name	Physical Address	Zip Code
9.		Peter A Vargas	3801 Tigra Dr.	88001
	Signature	Printed Name	Physical Address	Zip Code
10.		Natasha Cuevas	1214 Apache Ave NE, Albuquerque	87112
	Signature	Printed Name	Physical Address	Zip Code

Petition in Support of
Raíces del Saber Xinachtli Community School

TO: NEW MEXICO PUBLIC EDUCATION COMMISSION

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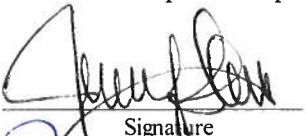


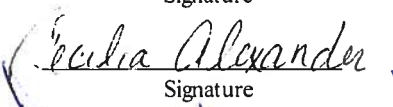

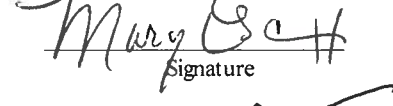

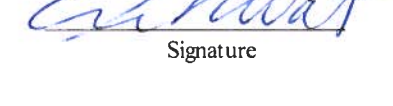
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1.	 Signature	Jennifer Stewart Printed Name	1805 Camelot Dr Physical Address	88005 Zip Code
2.	 Signature	Rosalinda Ramirez Printed Name	244 W. Madrid Physical Address	88005 Zip Code
3.	 Signature	Mark Hohnstreiter Printed Name	3232 Eagle Ridge Dr. Physical Address	88012 Zip Code
4.	 Signature	Cecilia Alexander Printed Name	3921 Aguade Vida Physical Address	88012 Zip Code
5.	 Signature	Dawn Hammer Printed Name	5113 Kensington way Physical Address	88012 Zip Code
6.	 Signature	Mary Escamilla Printed Name	5384 Rexview Rd. Physical Address	88012 Zip Code
7.	 Signature	Michael Tanco Printed Name	1990 East Loman Ave Physical Address	88001 Zip Code
8.	 Signature	Arlene Ruelas Printed Name	217 Capri Rd. Physical Address	88005 Zip Code
9.	 Signature	 Printed Name	 Physical Address	 Zip Code
10.	 Signature	 Printed Name	 Physical Address	 Zip Code

Petition in Support of
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1.	<u>Maria Sanchez</u> Signature	<u>Maria Sanchez</u> Printed Name	<u>2320 Lester</u> Physical Address	<u>88001</u> Zip Code
2.	<u>Abraham Colon Ortega</u> Signature	<u>Abraham Colon Ortega</u> Printed Name	<u>2320 Lester</u> Physical Address	<u>88001</u> Zip Code
3.	<u>Blanca Enriquez</u> Signature	<u>Blanca Enriquez</u> Printed Name	<u>7 Creosote</u> Physical Address	<u>88012</u> Zip Code
4.	<u>Marco Butchard</u> Signature	<u>Marco Butchard</u> Printed Name	<u>7 Creosote</u> Physical Address	<u>88012</u> Zip Code
5.	<u>Fernando Sanchez</u> Signature	<u>Fernando Sanchez</u> Printed Name	<u>8 Creosote CT</u> Physical Address	<u>88012</u> Zip Code
6.	_____ Signature	_____ Printed Name	_____ Physical Address	_____ Zip Code
7.	_____ Signature	_____ Printed Name	_____ Physical Address	_____ Zip Code
8.	_____ Signature	_____ Printed Name	_____ Physical Address	_____ Zip Code
9.	_____ Signature	_____ Printed Name	_____ Physical Address	_____ Zip Code
10.	_____ Signature	_____ Printed Name	_____ Physical Address	_____ Zip Code

Woerner, Karen, PED

From: Schools, Charter, PED
Sent: Wednesday, July 25, 2018 3:52 PM
To: Woerner, Karen, PED
Subject: Fw: Community Input Hearing

From: Ek Simmons <eks4939@gmail.com>
Sent: Wednesday, July 25, 2018 3:36 PM
To: Schools, Charter, PED
Subject: Community Input Hearing

I have **several concerns** about the proposal for the Raices del Saber Xinachtli Community School:

1. Will the school be a non-profit or for-profit? Will it be a public or private school?
2. Will there be a tuition, or will admission be free?
3. Who will own the physical plant the school is housed in?
4. Who will govern the school and who will it be accountable to?
5. How will potential attendees be recruited and chosen to enroll?
6. What role will the parents play?
7. How will the community (not staff or Raices personnel) be involved with the school?

Respectfully submitted,

Earnestine Simmons
eks4939@gmail.com

15 speakers

min 20 sec



STATE OF NEW MEXICO
PUBLIC EDUCATION DEPARTMENT
300 DON GASPAR
SANTA FE, NEW MEXICO 87501-2786
Telephone (505) 827-5800
www.ped.state.nm.us

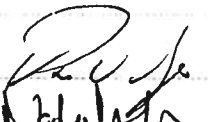


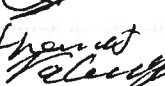
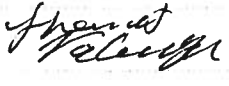
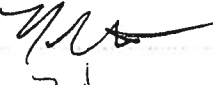





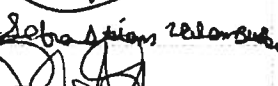
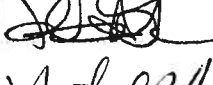
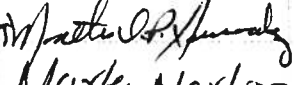
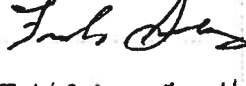

CHRISTOPHER RUSZKOWSKI
SECRETARY OF EDUCATION

SUSANA MARTINEZ
GOVERNOR

VISITORS ATTENDING PUBLIC EDUCATION COMMISSION – COMMUNITY INPUT HEARING

for Raices del Saber Xinachtli Community School
FRIDAY JULY 20, 2018 from 1:00 P.M. – 4:30 P.M.

NAME (print)	SIGNATURE	REPRESENTING	IN SUPPORT OF APPROVAL OR OPPOSED TO APPROVAL	WISH TO SPEAK (Yes or Blank for No)
Jane Doe		Orange State Education Center	Opposed	
John Doe		Pluto Public Schools	In Support	YES
Peter Doe		Self	In support	
Reyna Salcedo	<i>Reyna Salcedo</i>	Xinachtli Project	In Support	Yes
Rosa Olacio	<i>Rosa Olacio</i>	Xinachtli	In Support	Yes
JUAN BENAVIDES JR	<i>Juan Benavides Jr</i>	PRO TRIKE	In Support	YES
Emma d. G. Armenta	<i>Emma d. G. Armenta</i>	self	in support	yes
Clarence Hogue	<i>Clarence Hogue</i>	NISN	in Support	NO
Jessica Lopez	<i>Jessica Lopez</i>	NISN	In Support	No
Troy Hunt	<i>Troy Hunt</i>	NISN	In Support	No
CARRIE Hamble	<i>CARRIE Hamble</i>	Waco Cross Green Church	In Support	YES
Joanna Ferrary	<i>Joanna Ferrary</i>	State Legislator	In Support	Yes
Yvonne H. Flores	<i>Yvonne H. Flores</i>	City of Las Cruces	In Support	yes
Kerry Bobers	<i>Kerry Bobers</i>	NISN	In HUGE support	N
Alan Brauer	<i>Alan Brauer</i>	NISN	In support	Yes
Amanda Walden	<i>Amanda Walden</i>	Raices	In support	No
Anai Pulido	<i>Anai Pulido</i>	Raices	In support	NO

NAME (print)	SIGNATURE	REPRESENTING	IN SUPPORT OF APPROVAL OR OPPOSED TO APPROVAL	WISH TO SPEAK (Yes or Blank for No)
Peter Vargas		Piro/Monso/Tiwa	Approval	Yes NO
Natasha Curfear		Raices	In support of	NO
Wis Huerta		Raices/NMSU	In support	Yes
Laura Flores		Raices	In support	
Thomas Valenzuela		Piro Monso Tiwa	In Support	Yes
Nicholas Matwidal		NMSU	In Support	
RANDY HARRIS		Community	" "	NO
RAY REICH		RAICES	" "	YES
Olivia Johnston		Self	" "	
MICHAEL CASEMUS			" "	
Olga Morales		Self	In support	yes
Sebastian Valenzuela		Piro Monso Tiwa	In Support	no
Peter Garcia		Self	Support	yes -
Martha Hernandez		Self	support	no
Marta Martinez	Marta Martinez	Self	Support	no
Bertha A Sanchez	Bertha A Sanchez	Self	SUPPORT	no
Fernando Sanchez		self	support	no
Azucena Sanchez	Azucena Sanchez	Self	SUPPORT	no
Maria Flores		Self	support	yes



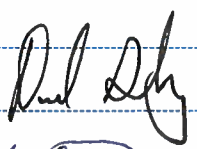





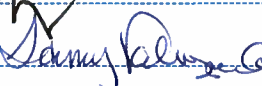
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Jane Doe		Orange State Education Center	Opposed	
John Doe		Pluto Public Schools	In Support	
Peter Doe		Self	In support	
Ricardo Delgado	<i>[Signature]</i>	self	support	
Alma Delgado	<i>[Signature]</i>		"	
Karla Martinez	<i>[Signature]</i>	self	In Support	
Lesley Ortiz	<i>[Signature]</i>	self	In support	
Maria E. Saez	<i>[Signature]</i>	self	In support	
Judy Garcia	<i>[Signature]</i>	self	In support	
Cynthia Ortiz	<i>[Signature]</i>	self	In support	
Laura Bryant	<i>[Signature]</i>	self	undecided	
Claudia Jimenez	<i>[Signature]</i>	Self	In Support	
Thomas Holguin	<i>[Signature]</i>	Self	In Support	
Maria Moreno	<i>[Signature]</i>	Self	In support	
Nicole Moreno	<i>[Signature]</i>	Self	In support	
JoAnn B. Burns	<i>[Signature]</i>	Self	In support	
Kathy Nickodemus	<i>[Signature]</i>	Self	In support	

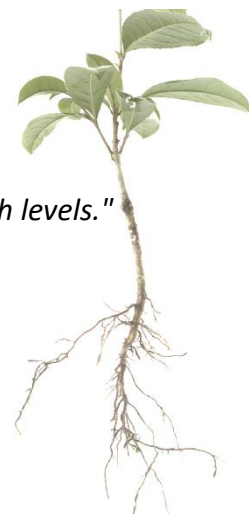
NAME (print)	SIGNATURE	REPRESENTING	IN SUPPORT OF APPROVAL OR OPPOSED TO APPROVAL	WISH TO SPEAK (Yes or Blank for No)
DAVID GEREMEREC		Self	In support of	
Cristina Dominguez		La Semilla Food Ctr.	In support of	
Adriana Ortizeros		NMDT	In support of	
Johana Suarez		NMDT	In support of.	
Jeran Campbell		Self	Support	
Yisa Sanchez				
Tammy blencoe		PMT	Support	

Raíces Del Saber Xinachtli Community School Las Cruces, NM

"Raíces, the school where students as well as parents feel valued as participants in the construction of knowledge, where all students are biliterate and achieve at high levels."

August 17, 2018

New Mexico Public Education Commission
c/o Beverly Friedman, Liaison to the PEC
300 Don Gaspar
Santa Fe, New Mexico 87501
Bev.Friedman@state.nm.us



Re: Raíces del Saber Xinachtli Community School (Raíces) Response to CSD's Recommendation

Dear Members of the Public Education Commission:

This letter contains the response of Raíces del Saber Xinachtli Community School (Raíces) to the 2018 Charter School Application Final Analysis and Recommendation for Raíces (the "Recommendation") issued by the Charter Schools Division (CSD) to the Public Education Commission (PEC or "Commission") on August 6, 2018. As noted in the Recommendation, CSD has recommended to the PEC that the Commission deny Raíces' application for a state charter for the following asserted reasons:

- CSD believes that overall the application is either incomplete or inadequate; and/or
- CSD believes that during the capacity interview, the applicant did not sufficiently demonstrate the experience, knowledge, and competence to successfully open and operate a charter school.

As explained in detail herein, neither of these asserted reasons is supported by the facts. Raíces is prepared to offer an innovative, quality education to students in New Mexico and our application for a state charter should be approved.

LEGAL STANDARD

Pursuant to Section 22-8B-8 NMSA 1978, a chartering authority may deny an application if:

- (1) The application is incomplete or inadequate;
- (2) The application does not propose to offer an educational program consistent with the requirements and purposes of the Charter Schools Act;
- (3) The proposed head administrator or other administrative or fiscal staff was involved with another charter school whose charter was denied or revoked for fiscal management or the

proposed head administrator or other administrative or fiscal staff was discharged from a public school for fiscal mismanagement;

- (4) For a proposed state-chartered charter school, it does not request to have the governing body of the charter school designated as a board of finance or the governing body does not qualify as a board of finance; or
- (5) 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.

RAICES' RESPONSE TO CSD'S RECOMMENDATION

As set forth in detail herein, contrary to the assertions set forth in CSD's recommendation:

- (1) Our application is complete and adequate; and
- (2) We have demonstrated that we have the experience, knowledge, and competence to successfully open and operate a charter school in Las Cruces, New Mexico.

While we acknowledge that there may be a few places where we could have been clearer or provided more information, as a whole, our application is thorough and complete. Indeed, in several places throughout its evaluation of our application, CSD remarked that our responses were both clear and comprehensive. We have taken the time to respond, in detail, to each section of CSD's Recommendation as follows.

I. ACADEMIC FRAMEWORK

We have provided a detailed response to CSD's evaluation of our Academic Framework in the attached Appendix A. CSD erroneously concluded that our academic framework is inadequate. As explained in detail in Appendix A, this is incorrect. Indeed, Raices has developed a robust and challenging academic framework to address the needs of New Mexico students.

II. ORGANIZATIONAL FRAMEWORK

We have provided a detailed response to CSD's evaluation of our Organizational Framework in the attached Appendix A. CSD erroneously concluded that our organizational framework is inadequate. As explained in detail in Appendix A, this is incorrect.

III. FINANCIAL FRAMEWORK

We have provided a detailed response to CSD's evaluation of our Financial Framework in the attached Appendix A. CSD erroneously concluded that our financial framework is inadequate. As explained in detail in Appendix A, this is incorrect.

IV. EVIDENCE OF SUPPORT

Although CSD determined that this section of our application was adequate, we have provided a detailed response to CSD's evaluation of our Evidence of Support in the attached Appendix A.

V. CAPACITY INTERVIEW

In the attached Appendix B, we have provided a detailed response to those questions asked during the Capacity Interview that the evaluators felt we did not respond to adequately. Despite the evaluation and as explained in more detail in Appendix B, we believe that we have demonstrated that we have the capacity to operate an effective, high-quality charter school.

VI. COMMUNITY INPUT HEARING

Re: The Educational Program (Xinachtli Project) and its implementation in other cities

At the July 20 hearing, the Commission asked a question about the Xinachtli Project, and on page 15 of its Recommendation, CSD states the following regarding the Xinachtli Project: “The 10 ½ year project at Canutillo Elementary in Texas was discontinued. One in Phoenix, AZ grew to become the Mexican-American Studies Program in Tucson, AZ, that was made illegal by the State of Arizona. It is currently being used by a school in East Los Angeles, CA.”

We would like to provide the following clarifying information with regards to the Xinachtli Project. In 1996 the Xinachtli Project became a program at Canutillo Elementary. A strand of bilingual classes from kinder to fifth grade would participate in 45-minute interactive presentations based on Mesoamerican pedagogy. When the Mexican American Studies program was introduced in the Tucson public schools, the organizers used Xinachtli pedagogy as a basis for their instruction. The Mexican American Studies (MAS) targeted high school students. In Arizona, the state legislature made it illegal. However, last year, after a legal battle in August 23, 2017, a federal judge declared that Arizona’s 2010 ban of the Tucson school district’s Mexican-American Studies program was unconstitutional and enacted with discriminatory intent. At the Canutillo Elementary, after 15 years of Xinachtli implementation, a new administration came, and the then-new principal believed it did not go with the curriculum and hindered preparing students for the state examinations.

The Xinachtli Project is currently in its second year as an enrichment program for all students at Bill Childress Elementary (Canutillo ISD). It is a culturally responsive pedagogy focusing on using both content and process of Mexican indigenous culture as an enrichment and academic learning (students learn Mesoamerican mathematics, science, literature, arts, and language).

For more information, please see Appendix N: Letters of Support to our Charter School Application which includes a letter from Bill Childress Elementary School, Ms. Reyna Salcedo and from the former principal of Canutillo Elementary School, Mr. Hector Giron, who witnessed Xinachtli Project during his administration on those years.

Currently, there is a kinder through 12th grade charter in East Los Angeles (Semillas Community Schools www.dignidad.org) operating for the last 15 years in which Xinachtli pedagogy is used across the curriculum including students learning Nahuatl (Aztec) as their language.

Re: Business Manager Position

At the July 20 hearing there was discussion about the our School's proposed business manager, and on page 19 of its Recommendation, CSD states the following regarding the individual that we were considering for the business manager position at Raíces: "the proposed business official for the school, who assisted with the writing and development of the application, has recently been placed on leave from another school where she was the business official after financial discrepancies were uncovered. An audit and licensure investigation is ongoing in that matter."

As noted by CSD, this is new information that has just recently become known to our School. To be clear, this individual was never hired by Raíces, nor did she hold any official position with our School. At the time that she assisted us with the development of certain areas of our application, she was an experienced and licensed business official. Certainly, now that we have learned that she has been placed on administrative leave for alleged financial discrepancies, we are no longer considering her for the position and are seeking the advice and counsel of another licensed and experienced business official. Currently, we are in discussions with the Vigil Group LLC as a potential candidate to fill this position.

The Raíces Governing Council acknowledges its own responsibility to maintain sound fiscal policies and procedures. Most importantly, our prompt response in seeking out another business official shows our commitment to ensuring that our fiscal policies and procedures are based on the professional judgment of an experienced and licensed business official. Raíces remains committed to following best practices regarding fiscal policy and to working closely with our proposed business manager.

VII. ADDITIONAL INFORMATION

In its recommendation, CSD included a discussion of difficulties allegedly faced by other schools funded by the NACA Inspired Schools Network ("NISN"). It is unclear why this personalized attack on NISN is included in CSD's response to our school's application. In any event, it is completely irrelevant. NISN is simply providing financial and technical support to Raíces and does not hire staff for the School, govern the School, or make decisions regarding the School's management, governance, or policy. Accordingly, we formally request that the "Additional Information" section of CSD's Recommendation not be considered by the PEC when rendering its decision.

When rendering its decision on Raíces, PEC's sole consideration regarding financial management should be Raíces response to "III.C.(1) Financial Oversight" in the Financial Framework, and not the financial performance of other charter schools who also receive support from NISN. The PEC should only consider Raices response to "II.A.(3) New Member Process", "II.B.(2) Board Evaluation", and "II.C.(1) Board Oversight" in the Organization Framework, and not the governance challenges of other charter schools.

Financial and governance challenges are not unique to charter schools that are supported by NISN. It is extremely unfair to somehow ascribe the financial and governance challenges of the

schools named by CSD to the support that they have received from NISN. While it is true that NISN provides some support to a select network of schools, each charter school stands on its own and accepts responsibility for its own financial matters and school leadership. Raíces is no exception.

Furthermore, the charter schools listed by CSD are serving different communities in rural locations. The Las Cruces community, which we aim to serve, is entirely different than the communities served by the charter schools listed by CSD. Therefore, it is unfair to assume that the challenges faced by those other charter schools will be the same challenges that Raíces will encounter.

Consequently, it is completely immaterial that other NISN-affiliated charter schools have experienced challenges with financial management and leadership. We respectfully request that the Commission disregard the information contained in pages 18 through 21 of CSD's Recommendation when rendering its decision. We would like to emphasize that we are proud to be affiliated with and have the support of NISN, which, along with NACA, has made significant contributions to public education in New Mexico.

VIII. CONCLUSION

We would like to thank the Commission for its hard work in evaluating our application. As demonstrated, we believe that we have presented a complete and adequate application and that we have sufficiently demonstrated that we have the experience, knowledge, and competence to successfully open and operate a charter school. Consequently, we believe that our application for a state charter should be approved.

Thank you for your consideration.

Sincerely,

/s/Jane Asche

Jane Asche
Governing Board Member

/s/ Lucia Carmona

Lucia V. Carmona
Project Coordinator

Co-founders:

C. Silvia Sierra
Wanda Bulger-Tamez
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Enclosures (2):

- Appendix A: Raices' Response to CSD's Final Analysis of Raices' Charter School Application
- Appendix B: Raices' Response to Capacity Interview Evaluation

APPENDIX A

RAICES' RESPONSE TO CSD'S FINAL ANALYSIS OF RAICES' CHARTER SCHOOL APPLICATION

We have included CSD's evaluation, *highlighted in gray*, followed by Raíces' responses, in plain text. Our responses contained herein do not provide or add any new information nor do they attempt to remedy any alleged deficiency raised in the Recommendation. Rather, our responses are offered to clarify the material that has already been provided in our Application, which we believe CSD may have overlooked in evaluating our Application.

I. ACADEMIC FRAMEWORK

CSD concluded that this section of our application was "inadequate as only 23% of the responses were rated 'Meets the Criteria' and more than 3 areas (10 areas) were rated 'Approaches the Criteria', with a section score of 64%." As explained in more detail herein, this is incorrect. We have responded, in detail, to each area of our application where CSD rated our response as "Approaches the Criteria".

I.B. Mission Specific Indicators

CSD EVALUATION: Approaches the Criteria

The applicant's narrative provides a mission-specific goal written in the SMART format. The goal is to attain "annual growth in Spanish by 5 points as measured by the IPT and IPT 1 and .5 annual growth in English for English Learners as measured by WIDA ACCESS 2.0." Rating categories that include measures and metrics were included. However, it is not clear how the specified goal is rigorous and attainable.

Raíces Response: We provided a complete response in our application by identifying the student outcomes our school seeks to accomplish and by describing how achieving these outcomes is innovative and unique. We would like to clarify how our specific goal, which is the same target goal and growth rate specified on IPT assessments by Cien Aguas International School¹, another charter school in Albuquerque which implements the 90:10 dual language model with good results, is both rigorous and attainable.

From the start of our application we stated:

Bilingualism and biliteracy are valuable, enriching, and rigorous endeavors. We want to offer the best opportunity for students to

¹ Cien Aguas is an example of high levels of Spanish language acquisition. Starting two years ago, students who demonstrated readiness were able to take the AP Spanish course in 8th grade. Over the two years, 35 students have taken the course and 31 have passed the exam, earning them high school and college credit.

master two languages, English and Spanish. Two decades ago, Thomas and Collier (1997) offered educators a viable and effective alternative to transitional bilingual education through a dual language approach that research has continually validated (Dual Language Education of New Mexico, Inc.). Raíces Charter School Application Section I.A.(1) [hereinafter Application].

When students are achieving adequate progress towards biliteracy they are accomplishing a rigorous step. We are following established guidelines to measure this rigorous task which is attainable. As stated in our Application, we fully expect students to be able to transition from the language spoken in their home by an increase of 10% each year until a 50/50 use of both languages takes place in the fourth grade. As discussed in Section I.E.(1) (page 33-34) this rigorous transition is attainable according to research reported by Thomas and Collier in an 18-year longitudinal study that compared the 90:10 dual language model to all other methods currently in practice.

A point growth rate of 5 points measured by the IPT and of .5 annual growth in English for English Learners as measured by WIDA ACCESS 2.0→, a growth rate based on [research](#) on past performance coupled with an acknowledgement of the recent revisions to ACCESS (to align with CCSS), makes this growth both rigorous and attainable because of the 90:10 dual language model and the EL supports that are described in Section I-F. (2) (b).

A dual language program is defined as a program in which students learn both language and subject matter content in two languages (English and the partner language – in this case Spanish). As we noted, this is a rigorous endeavor as documented by researchers cited in Section I-A., pages 4-7. The work of both Kathryn Lindholm-Leary and the 18-year longitudinal research study by Thomas and Collier (cited in our Application on pages 4, 7, and 33-34) provide evidence that the proposed 90:10 dual language model proposed in the application is the most overall effective model for English language learners (ELLs), with student growth gains in English increasing annually over other models from kindergarten to 5th grade. This research is backed up by data shared by Dual Language Education of New Mexico (cited on page 4) which relies on the highly trusted and reliable research conducted by the Center for Applied Linguistics.

The Center for Applied Linguistics collaborates in its research with WIDA, a consortium of school districts in 39 states, that was established by the Federal Government to advance academic language development and academic achievement for linguistically diverse students. A major research project carried out by the Wisconsin Center for Education Research studying the language and academic growth for 1.5 million ELLs in the WIDA database shows a strong correlation between growth scores and economic status as gauged by students who are eligible for free and reduced lunch (FRLs), with FRLs in general performing more poorly; yet the data also shows that some schools in very low-income communities have demonstrated very high levels of performance in growth in English language skills by ELLs. Additional studies are

underway examining the methodologies used in these schools as well as very low performing schools that may account for these outcomes. The researchers hypothesize, based on past research studies, that the difference may be accounted for primarily by the methods used for dual language education programs, although many variables in the school environment will also be analyzed.

I.C. Curriculum/Ed Program/Student Standards

CSD EVALUATION: Approaches the Criteria

The applicant provides a comprehensive explanation of the curriculum for the following content areas: Math, Literacy, Science, Social Studies, Art, PE, and English and demonstrates alignment to CCSS and NMCS. In particular, extensive information is provided to describe the Xinachtli approach. Additionally, throughout the narrative, curriculum references are made to various studies on the proposed educational model. Furthermore the curriculum concludes with a list of 16 references that all relate to research-based educational approaches.

However, while the applicant's response provides comprehensive information on the curricular resources that make up the school's curriculum, it does not fully detail the action steps for developing and organizing the curriculum. For example for February 2019 it states: "Develop Framework for instruction for all content areas using state standards and WIDA Spanish Language Development Standards as guides. (LCPS Math and ELA Scope and Sequence will be used as a starting point). Merge readers and writers workshop into the English Language Arts (ELA) curriculum and identify books to purchase for the book room." No additional information is provided to show how that "Framework" would be developed to ensure the curriculum aligns with the CCSS, NM Content Standards, and the proposed school's mission. In another example, the timeline in the narrative indicates that the Curriculum and Instruction Team will meet on a monthly basis between March through May, 2019 in order to finalize the scope and sequence for all instruction units. It is not clear how the team will complete the development of the scope and sequence for all units included in the school's curriculum plan, which include Dual Language/ELA, Math, and Inquiry-based science and social studies.

Raíces Response: In our Application, we provided a comprehensive explanation of the curriculum and extensive information to describe the Xinachtli approach. CSD inaccurately concluded that the information included in our Application was not adequate for the following reason(s), which we address below:

- ***The applicant's response does not does not fully detail the action steps for developing and organizing the curriculum.***

Raíces Response: We disagree with CSD's evaluation that we did not fully detail the actions steps for developing and organizing the curriculum. We included a clear and realistic timeline for the curriculum development on pages 26-27 of our Application and identified who would be responsible for:

- Aligning all content to standards;
- Developing scope & sequence;
- Developing a framework for instruction in all content areas;
- Purchasing materials and accessing resources to support the curriculum (many of which have already been identified on p.23-26).

- *No additional information is provided to show how that “Framework” would be developed to ensure the curriculum aligns with the CCSS, NM Content Standards, and the proposed school’s mission. It is not clear how the team will complete the development of the scope and sequence for all units included in the school’s curriculum plan, which include Dual Language/ELA, Math, and Inquiry-based science and social studies.*

Raíces Response: We disagree with CSD’s evaluation that we did not show how our framework would be developed to ensure that the curriculum aligns with the CCSS, NM Content Standards and our mission. Throughout our Application, we repeatedly emphasized that we will ensure that our curriculum components are aligned with Common Core and/or NM state standards and that we will review the list of standards of Common Core and state standards for each content area we are preparing for our curriculum.

I.E.(3) Programs Impact for Population

CSD EVALUATION: Approaches the Criteria

The target population the school intends to serve is in Las Cruces. The applicant’s response includes demographic data based on the 2017 Las Cruces Public School data and details the percentage of Hispanic students, English Language Learners, and subgroup student populations. The response did not include student data related to attendance and truancy trends, the educational proficiency based upon enrollment at the school, or whether there is information related to other special educational needs.

An brief overview of the applicant’s educational philosophy and instructional methods was provided and the applicant explains how its educational model addresses the parents “desire for their children to be respected for their Hispanic heritage and language.” The applicant states, “Our goal is for them to master English while developing an equally high proficiency in Spanish. We have designed an integrated approach for them to achieve this biliteracy with much practice in listening, reading, writing and speaking.”

The applicant’s response provides a clear description of the daily framework a student would experience, however, it does not provide any detail on how calendar and schedule meets the students’ needs.

Raíces Response: CSD inaccurately concluded that the information included in our Application was not adequate for the following reason(s), which we address below:

- *The response did not include student data related to attendance and truancy trends, the educational proficiency based upon enrollment at the school, or whether there is information related to other special educational needs.*

Raíces Response: In our Letter of Intent (LOI), which was submitted to the Commission on January 9, 2018, we presented the most current data that is available from the Las Cruces Public Schools, including student performance data on statewide assessment. New student performance data has not yet been released to the public and therefore was not included in our Application.

On page 3 of the LOI, we stated:

The targeted student population will be the Las Cruces Metropolitan Area located in the center of Doña Ana County, 45 miles from the Mexican border. The Las Cruces Public School District is the second largest school district in the state of New Mexico and serves a majority population of 75.1% Hispanic students according to the Las Cruces Public Schools Website (<http://lcps.k12.nm.us/>). The home languages of the students are English (50.5%) Spanish (29.5%). According to the NMPED [2016-17 Report Card](#) Las Cruces Public Schools earned an overall grade of “C”. Student achievement results on the PARCC show proficiency levels in ELA and math are quite low for students in the 3rd, 4th, and 5th grades.

Furthermore, the tables provided on pages 3 and 4 of the LOI demonstrate the clear need for academic improvement.

With regards to truancy trends, Las Cruces Public Schools does not have data on this; however, in our Application, we provided information related to prevention, remediation action steps, interaction with parents, home visits, and establishment of a system of communication with the Concilio de Padres. Specifically, in Section I.E.(3) (page 43) of our Application, we described the procedures we will utilize to address compulsory attendance and to avoid truancy trends:

The Raíces philosophy of inclusion and culturally responsive approaches creates an environment of mutual responsibility for supporting student academic success. Raíces Governance Council will develop policies during the planning year to comply with the Compulsory School Attendance Law and the school will develop procedures for recording absences and verification of excused and unexcused absences. We will design a protocol for home visits to include discussions about the importance of attendance and at the beginning of the year, during the first parent/teacher conference,

school staff will dedicate time to discuss the benefits of excellent attendance.

- ***The applicant's response provides a clear description of the daily framework a student would experience; however, it does not provide any detail on how calendar and schedule meets the students' needs.***

Raíces Response: In Section I.E.(3) of our Application (page 44), within the discussion of educational philosophy, we included a detailed description on “How Calendar and Daily Schedule Meet Needs of Anticipated Student Population.” In addition, in Section I.E.(2) (pages 39-41), we described in detail how the calendar and schedules meet the needs of students, parents, and teachers, as follows:

In the school calendar and daily schedule, we have prioritized literacy instruction and learning subject specific content in the targeted languages (Spanish/English) of desired fluency. The calendar and daily schedule include time to provide children with a variety of experiences to maximize learning. The yearly calendar (See Appendix I) provides time for teacher training and cooperation to strengthen instructional skills, share approaches and reflect on student performance. It also provides time for meaningful parent involvement with their children's academic endeavors and to aid faculty development. The yearly calendar provides the pacing for targeting language development and acquisition by students through a daily schedule of minutes for each language and a target of proximal development for students as the year progresses. Our Xinachtli enrichment year calendar (Appendix M) integrates celebrations of indigenous heritage with curriculum content related to CCSS, giving teachers and parents opportunities for further collaboration.

Furthermore, the information provided in Appendix M to our Application shows that we have developed interdisciplinary themes in relation to common core standards.

I.F.(1a) SPED Identification

CSD EVALUATION: Approaches the Criteria

The applicant provides a clear description to address how the school plans to identify and provide instructional supports and services to students with disabilities. First, the school plans to conduct home visits and in-school orientations to get to know all of incoming students and potentially . identify students that are already on IEPs. During the first month of the school's operation, it intends to hold IEP meetings to determine what services are needed and will follow

the three-tier Response to Intervention (RtI) system to assess students for possible identification of special needs.

The process described in the narrative, known as the SAT process gathers data from the first short-cycle assessment, profile on the student, hearing and vision screening results and teacher input to identify students that may be struggling. Through a review of the documentation by the team, meetings with and consent from parents and monitoring progress withing a set time frame, the team can make a determination to formally request an evaluation for special education. The applicant describes further the process for evaluation and provides a table that indicates the school has 60 days to assess the student and complete the report with that timeframe, although in the narrative it states, "After the special education department receives the packet and once the parent has signed off on the assessment plan, the school and contracted diagnostician have 60 days to assess the student and another 30 days to write a report."

Although, the applicant's response provides a thorough plan for identifying students with special needs, it minimally addresses a process for identifying students for gifted education and does not provide substantial information to describe what instructional support and services will be provided to a student identified as gifted. Furthermore, the narrative does not specify what supports will be provided for the spectrum of needs that students with IEPs may present. Lastly, the narrative lacks detail on the type of training or support that will be provided to teachers and staff to ensure they are ale to fulfill their responsibilities.

Raíces Response: We provided a clear description concerning our plans to provide instructional support and services to students with disabilities and a thorough plan for identifying students with special needs. CSD inaccurately concluded that the information included in our Application was not adequate for the following reason(s), which we address below:

- ***Applicant's response minimally addresses a process for identifying students for gifted education.***

Raíces Response: In response to the apparent discrepancy between the description of the timing for the diagnostician to assess and prepare a report and the chart/table that describes the process, we note our understanding of the process and clarify our thinking. In our Application we stated the following:

After the special education department receives the packet and once the parent has signed off on the assessment plan, the school and contracted diagnostician have 60 days to assess the student and another 30 days to write a report. Application, *Special Population*, Section I.F. (1) (pages 47-48).

To clarify, the term "report" refers to all reports that would be presented at an initial IEP meeting because what follows is a description of the Evaluation Determination Team (EDT) making their

decision. The EDT makes their decision at the initial IEP meeting. Therefore, the description of the process and the table/chart on page 49 is consistent with the timeframe meant to prepare for the presentation of evaluation results and an initial IEP meeting.

We identify the exceptionality of gifted as part of the overall Special Education Plan on page 48 of our Application, specifically, in the second paragraph which is identified as step 5 to the left of the paragraph. The identification process, which was noted to be thorough for students with special needs, would involve the data collection, teacher observations, and interventions. This process would be the same for students who are thought to be potentially gifted. In New Mexico, gifted is identified as having a special need.

- *Applicant's response does not provide substantial information to describe what instructional support and services will be provided to a student identified as gifted. Narrative does not specify what supports will be provided for the spectrum of needs that students with IEPs may present.*

Raíces Response: It was clear in our Application that all students will be included in the general education setting and provided with accommodations and modifications as much as possible in the general education setting. Certainly, this includes students identified as gifted, as it is one of the listed exceptionalities. As stated in our Application on page 51, we will evaluate, on a case by case basis, and determine those students who may need time outside of the classroom in a small group environment. The excerpt from our Application below explains that we use guided reading and math to group students based on their needs whether advanced or below.

Our school will be inclusive of all students in the general education classroom by ensuring that our teachers have knowledge of special education services and how to properly accommodate and modify curriculum. We will implement a curriculum which offers opportunities for all students to reach rigorous goals and skill sets through the use of differentiation and through the focus of “learning how to learn.” Teachers will use various strategies and tools such as scaffolding, modifications, or accommodations to reach the goals (standards) so that all students can be successful in knowing how to learn for themselves and are included in classroom learning. For example, guided reading and guided math small groups both provide opportunities for students to get instruction based on their specific academic needs. Through these groups and learning stations students receive instruction targeted toward their needs. Application, Section I.F.(1) (page 50).

- *Narrative lacks detail on the type of training or support that will be provided to teachers and staff to ensure they are able to fulfill their responsibilities.*

Raíces Response: We believe we provided enough detail in our Application concerning the training or support that will be provided to teachers to ensure that they are able to fulfill their responsibilities. For example, on page 51 of our Application, we stated: “Teachers will be trained how to conduct a Functional Behavior Assessment (FBA) in order to create a BIP, write accurate goals for the IEP, and determine successful strategies when working with the student. “

I.F.(1b) SPED Progress

CSD EVALUATION: Approaches the Criteria

The applicant provides a clear and concise description of how the school will monitor the progress of the special education students’ attainment of IEP goals and the assessment tools that will be used to determine if the goals have been met. The narrative fully describes the teacher’s responsibilities in this process. However, the narrative minimally addresses what role the administrator will have in monitoring the student’s progress and does not address how the school will evaluate the effectiveness of its special education program and services.

Raíces Response: We provided a clear and concise description of how our School will monitor the process of the special education students’ attainment of IEP goals and a clear description of the assessment tools that will be used to determine if the goals have been met. CSD inaccurately concluded that the information included in our Application was not adequate for the following reason(s), which we address below:

- ***The narrative minimally addresses what role the administrator will have in monitoring the student’s progress and does not address how the school will evaluate the effectiveness of its special education program and services.***

Raíces Response: With regards to the role of the administrator in monitoring the progress of students on IEPs, we stated in our Application that the administrator will be a member of the IEP team. Therefore, by participating and preparing for meetings with IEP team, the administrator will be aware of student progress. Specifically, on page 52 of our Application, we stated:

Formal progress reports will be provided to parents at the end of each grading period (every nine weeks) to indicate how far along the student is with each goal. If a student is not showing progress, other instructional methods/interventions will be implemented and if there is still a lack of progress at the end of a nine-week grading period, an IEP meeting will be called to discuss and make necessary changes. Application, *Special Population*, Section I.F.(1)(b).

In our Application, we also explicitly addressed how we will evaluation the effectiveness of our special education program and services. On page 53 we stated: “Our school will measure the success of our special education services based on observations by teachers, the principal, or

other administrators and students’ progress on their IEP goals.” Furthermore, based on our calendar, we have created “data study days” which involves teachers, administrators and other staff reviewing student data. This is another form of monitoring the effectiveness of all our programs.

On page 61 of our Application, we elaborate on our regular meetings and describe how we will focus on students with special needs, as follows:

Each learning unit and daily lessons will then be designed with clear end-of-year student goals based on baseline data and a comprehensive view of strategic benchmarks and student learning needs. For students with special needs or for English Language Learners, our detailed assessment program supports the rapid identification of areas where students may need more support and where learning strengths can be leveraged. Regular data from classroom and school-based assessments as well as computer adaptive software (Istation and NWEA) will be used in weekly instructional planning meetings. Application, *Assessment and Accountability*, Section I.G. (1).

I.F.(2a) ELL Identification

CSD EVALUATION: Approaches the Criteria

The applicant provides a concise plan for identifying English Learners (ELs) and describes that the school’s proposed 90:10 immersion educational model “has been shown to be the most effective bilingual model to achieve biliteracy and for Els to learn English.” The applicant’s response cites research conducted by Glover and Genesee that indicates “one of the best predictors for children learning a second language is proficiency in their home language.” Additionally, the school will employ bilingually certified staff that will use the balanced literacy block and allotted 45 minutes each day dedicated to English language development to English Language acquisition and literacy skills using English Language Development Standards. Furthermore, the narrative identifies specific training and support for its teachers that are designed to support the linguistic diversity of all students, particularly Els.

In regards to addressing how the students will have acces to grade level content, the applicant indicates the school will provide instructional materials for core subjects in both languages and students will have access to their respective grade level content, however no additional information is provided to describe how the school will identify the content.

Raíces Response: Overall, majority of CSD’s comments were very positive, noting that we provided “a concise plan for identifying English Learners” and “identified specific training and support for our teachers that are designed to support the linguistic diversity of all students, particularly Els.” Despite most of the favorable remarks from CSD, CSD still determined that

the information included in our application was not adequate for the following reason(s), which we address below:

- ***No additional information is provided to describe how the school will identify grade level content.***

In response to CSD's evaluation, we would like to clarify that we did in fact provide information and discussion in our Application related to how Raíces will identify grade level content. In Section I.C.(1) (pages 20-22), we explained that in order for English language learners (ELLs) to become successful, they need to learn grade-level content as well as the English language skills needed to access that content. In addition to the one-hour of explicit English Language instruction, Raíces will teach content rich Science, Social studies, Art & PE by helping EL students:

- identify relevant vocabulary, using charts & other GLAD strategies
- teaching specific skills for navigating text
- using hands on experiences in the stations to connect words with meaning
- accessing students' prior knowledge

Raíces will implement thematic units of study. An example of thematic units of study can be found in Section I.B.(1) (page 20) of our Application, where we provide a description of the science unit that begins with accessing prior knowledge and examining the study of rivers. Inquiry is used to examine complex phenomena that are not controlled. For example, we might begin by asking, "What is a river?" After dialogue, the teacher might ask, "What do you know about rivers?" This type of exploratory discussion leads from assessing prior knowledge to creating shared knowledge. These questions can lead to more focused inquiry such as, "What can rivers be used for?" or "Do rivers need to be protected?" This process can also be the basis for a project or designing an experiment. Another example follows on page 22 of our Application, for the social studies unit on celebrations in different cultures.

In Section I.C.(1) (page 23) of our Application, we describe English Language Development curriculum and specifically state: "Lesson planning will use the content presented in other areas (math, reading, writing, Xinachtli) as a context for English development instruction."

I.F.(2b) ELL Progress

CSD EVALUATION: Approaches the Criteria

The applicant's response provides a brief overview of the school's process to monitor the progress and language acquisition of ELs. The applicant explains how teachers will meet as a team weekly to work as a professional learning community to focus on effective core instruction and use data to inform instructional planning. However, the narrative does not clarify the specific responsibilities for the teachers in the team. Another example in the narrative describes that progress of students will be reviewed monthly by the Curriculum-Academic Performance

Committee but does not address what specific responsibilities this committee will have in reviewing the data and informing on the data.

Overall, the statements provided in this narrative address a high-level overview of the school's process.

Raíces Response: CSD inaccurately concluded that the information included in our Application was not adequate for the following reason(s), which we address below:

- ***The narrative does not clarify the specific responsibilities for the teachers in the team.***

Raíces Response: On page 58 of our Application, we clearly described the specific responsibilities for teachers as follows:

- focuses on skill building related to each of the four language domains: listening, speaking, reading and writing;
- maintain data folders with student information;
- determine reading groups, station work; and
- appropriate differentiation.

- ***The narratives does not address what specific responsibilities the Curriculum-Academic Performance Committee will have in reviewing the data and informing on the data.***

Raíces Response: On page 58 of our Application, we clearly delineated the specific responsibilities the Curriculum-Academic Performance Committee will have in reviewing the data and informing on the data, as follows:

- review classroom practices;
- review annual WIDA ACCESS results;
- determine the needs for teacher support as either whole school PD or individual teacher coaching; and
- assess the effectiveness of instructional materials.

I.G.(1) Assessment Plan

CSD EVALUATION: Approaches the Criteria

The applicant has developed a clear and cohesive plan that aligns with the assessments identified, and the proposed school's mission and target student population. The proposed assessment calendar aligns to the proposed school year calendar. The assessment tools included distinguish the various categories of student populations and accounts for all NM state mandated tests. However, the applicant's response lacks clarity in explaining how the results for each assessment will inform instruction.

Raíces Response: Overall the feedback from CSD on this section of our Application was positive, noting that we have “developed a clear and cohesive plan that aligns with the assessments identified” and with our mission and target student population. CSD inaccurately concluded that the information included in our Application was not adequate for the following reason(s), which we address below:

- ***The applicant’s response lacks clarity in explaining how the results for each assessment will inform instruction.***

We believe that our Application was clear in explaining how the results for each assessment will inform instruction. Specifically, in Section I.G. (1) (pages 64 – 66), in the final column, we list how assessment data will be used. The specific uses include: placement, informing lesson plans, intervention, exit tickets and/or station content. Our school philosophy guides us to be careful about “knee-jerk” responses to our children’s progress. Our assessments give us general information augmented by teacher reports and parental comments. It is not our purpose to react to “each” assessment, but rather for the results to be a basis upon which we continue our dialogue among administrators, teachers, students and their parents. This is part of our community-based model. As stated in the Guiding Principles for Dual Language education, “an environment that facilitates learning requires equity among all groups...”

The assessments that will be used by Raíces offer various points for data. IStation and NWEA are short cycle assessment given throughout the school year to gauge the progress students are making in skill development for language development (reading, writing) and mathematics Standards-based assessments developed by the curriculum team provide teachers, parents, and administrators monthly feedback on students’ understanding of key concepts that are developed within each instructional unit. The data from standards-based assessments helps teachers understand the strengths of each instructional unit, and how instruction must be modified to ensure proficiency of the standards for all students. It also helps teachers to identify students that may need additional instructional support to related to the target standards for each unit. Access and IPT provide data on children’s progress in developing English and Spanish proficiency.

I.G.(2) Assessment Data

CSD EVALUATION: Approaches the Criteria

The applicant’s narrative details a process for how assessment data will be used and includes action steps for implementing its corrective actions. The process outlines the corrective actions at the school, curricular, and individual level. Additionally, the narrative describes how data would trigger the course to prompt actions and identifies who the responsible parties are. However, the applicant does not provide information on the specific timeline and associated costs that go along with the corrective actions described. Furthermore, the narrative does not provide a process for regularly evaluating the effectiveness of its academic program generally and the effectiveness of specific correction actions or interventions. Lastly, it is not clear in the narrative whether the described processes meet state requirements.

Raíces Response: CSD inaccurately concluded that the information included in our Application was not adequate for the following reason(s), which we address below:

- *The applicant does not provide information on the specific timeline and associated costs that go along with the corrective actions described. The narrative does not provide a process for regularly evaluating the effectiveness of its academic program generally and the effectiveness of specific correction actions or interventions. It is not clear in the narrative whether the described processes meet state requirements.*

Raíces Response: The timelines for data collection are included in the tables listing each assessment in Section I.G.(1) of our Application (pages 62-66). All forms of assessments (i.e. teacher reports, portfolios, report cards) are designed in consultation with members of the team who are current teachers or administrators in the public schools.

“Data days” are clearly specified in our calendar included in Section I.E.(2) of our Application (pages 38-39). The data days are one and a half weeks prior to report card/ parent /teacher conference days in the fall to build necessary staff time data interpretation. In the spring, the timeline between data days & parent/ teacher conferences/report card days is shorter.

In relation to cost, the Data Days that are used to analyze student data, take corrective actions regarding school curriculum and instruction are built into the teacher contract day. Additionally, we have made time during each week for teachers to collaboratively plan instruction and curriculum units. This planning is informed by the analysis of data that is used to determine curricular strengths and weaknesses and individual student learning needs. Since the Data Days and extensive planning time is built into the contract day, no additional cost is incurred.

I.G.(3) Assessment Communications

CSD EVALUATION: Approaches the Criteria

The applicant provides a plan of regular communication of student assessment and progress. The plan directs communications to the students up through the New Mexico Public Education Department and the broader community. Students will receive information through dialogue on their learning via data folder reviews, assessment feedback, report cards feedback and projects. Parental communication efforts include parent-teacher conferences and monthly events. Although, the applicant has identified modes of communication, the narrative does not clarify how the communication plan is specified for each source of student achievement data included in H.(1).

Raíces Response: CSD inaccurately concluded that the information included in our Application was not adequate for the following reason(s), which we address below:

- *The narrative does not clarify how the communication plan is specified for each source of student achievement data included in H.(1)².*

The Application question did not specify that we focus on “each” source of student achievement data. Our plan is specific about our communication process to our assessments, the art of dialogue through which we practice intentional listening and provide feedback. This we will do with our students, parents, among teachers and administrators, and at all levels of communication. In Section I.G.(3) of our Application (page 73) we state:

Role of Dialogue in Communicating Assessment Data to Students:

Understanding and practicing the concept that while one person is talking, the other is listening gives a conversation a formal structure that transforms it into a dialogue. At Raíces we are mindful to practice this authentic listening when we are talking with our students about their progress. Purposeful communication with students through dialogue about their learning will include the following:

1. Data folder reviews
2. Assessment (interim and standardized) feedback
3. Report cards feedback
4. Projects

II. ORGANIZATIONAL FRAMEWORK

CSD concluded that this section of our application was “inadequate as only 41% of the responses were rated ‘Meets the Criteria’ and more than 3 areas (13 areas) were rated ‘Approaches the Criteria’, with a section score of 68%.” As explained in more detail below, this is incorrect. We have responded, in detail, to each area of our application where CSD rated our response as “Approaches the Criteria”.

II.A.(3) New Member Process

CSD EVALUATION: Approaches the Criteria

The applicant's response provides an adequate plan for selecting initial governing body members that includes succinct action steps and timeframes by which the Governance Board Development Committee must complete them. The brief description in the response addresses when announcements will be placed, indicates data will be used to make determinations on the skills and qualifications needed, the timeframe by when candidates will be recommended to fill vacancies, and when applications will be screened to replace outgoing members. It is unclear

² CSD referenced I.H.(1); however, there is no I.H.(1). We assume CSD was referring to I.G.(1) and the table on pages 62-63 which list all of our assessment tools.

how the committee will implement each action step or what the process will be to recruit and evaluate new members.

Furthermore, the applicant has not identified a complete process for regular and on-going recruitment. Based on the narrative it is activated only when a vacancy appears on the board. Additionally, the applicant did not provide a fully-detailed process for vetting its potential members to ensure they meet the credentials and experience the board is seeking.

Raíces Response: CSD inaccurately concluded that the information included in our Application was not adequate for the following reason(s), which we address below:

- *It is unclear how the committee will implement each action step or what the process will be to recruit and evaluate new members. The applicant has not identified a complete process for regular and on-going recruitment. The applicant did not provide a fully-detailed process for vetting its potential members to ensure they meet the credentials and experience the board is seeking.*

Raíces Response: The Governance Board Development Committee (GBD Committee) is a standing committee which means that it will meet monthly or more often, as needed, to keep a group of qualified and vetted candidates in the pipeline and ready to fill vacancies or expired terms. As discussed in further depth in the table provided in Section II.A.(2) (pages 98-99) of our Application, the GBD Committee has a specific timeframe for advertising and recruiting for potential board members that demonstrate the necessary qualifications. *See also* Bylaws, Appendix A: Bylaws, (Article 5: Section 5.2) (page 11). The timeframes on page 98 indicate the time by which certain actions will be completed, signifying the ongoing nature of this work throughout the year and the point in which the task must be completed. The “Selection of Board Members” section of our Application and the detailed table included in that section demonstrates our process for regular and ongoing recruitment. Therefore, CSD was incorrect in its evaluation when it stated that we did not identify this process. Raíces understands the importance of securing additional board members beyond the seven (7) required by our Bylaws to ensure that board members have the in proper skill set and to fill vacancies or replace members whose terms have expired. Both in the description of the work of the Committee on page pages 98-99, Section II.A.(1) and on page 99, Section II.A.(3) we discuss in detail the vetting process (although we did not use that term) in the first 3 paragraphs under the title **Further Elaboration of the Process**.

II.B.(2) Board Evaluation

CSD EVALUATION: Approaches the Criteria

The applicant's response provides a limited plan regarding the annual self-evaluation for the governing body because the applicant indicates the plan will be finalized during the planning year. The narrative does outline general steps for developing a plan to support the school's mission that should include steps members will implement and provide a plan for ongoing

monitoring to evaluate its progress. However, it does not fully describe the action steps, specific timelines or identify those responsible for implementation and evaluation of the board's plan.

A significant portion of the narrative includes guiding questions the board intends to use in the development of its plan for obtaining feedback and evaluating the effectiveness of the governing body. However, no responses to their questions are provided in the narrative to identify how the applicant has thought through the specific steps, timelines and responsibilities as it relates to its school and the fulfillment of its mission.

Lastly, the applicant's narrative does not address how the board will focus on and support continuous improvement. The applicant states, "this cycle of self-assessment needs to be repeated every year to develop a pattern of continuous improvement in the governance process from year to year. Having goals, objectives, activities, and data collection plans in place annually will be critical to stay on track for a successful application for renewal of the charter five years (plus a planning year) after the initial charter approval." No additional details on the the goals, objectives, activities, and data collection were provided to understand the specificity of the board's plan.

Raíces Response: Based on CSD's evaluation, it appears that CSD determined Raices' response was not adequate for the following reason(s):

- ***The narrative does not fully describe the action steps, specific timelines or identify those responsible for implementation and evaluation of the board's plan. No responses to the board's guiding questions are provided in the narrative to identify how the applicant has thought through the specific steps, timelines and responsibilities as it relates to its school and the fulfillment of its mission. The applicant's narrative does not address how the board will focus on and support continuous improvement. No additional details on the goals, objectives, activities, and data collection were provided to understand the specificity of the board's plan.***

We acknowledge that it is a shortcoming of this section that we did not include the table we developed which summarized specific action steps we will take, who will be responsible for each step, within what timeframe, and the criteria and standards for each set of data. However, we are aware that it is important for the Board to be able to analyze all monitoring data against standards that reflect the achievement of the school mission, academic goals, sound financial practices and management, and compliance with all state law relative to school board functions and school management. To this end, we have been studying the board evaluation criteria and indicators that are posted as good examples on the website of the National Association of School Boards, including those of the Iowa and Minnesota Associations of School Boards. If our charter is approved, we will also join the NM Association of School Boards which provides a Board Self Evaluation Model Toolkit to its members.

II.C.(1) Board Oversight

CSD EVALUATION: Approaches the Criteria

The applicant's response provides a limited plan for monitoring the academic, financial and organizational performance of the school because it lacks the specificity of the timelines and criteria or standards used during the monitoring and evaluation process.

The applicant indicates the school's academic dashboard will focus "key components or indicators with at least one measure for each indicator." The indicators include: reading, writing, speaking, and listening achievement (the language arts skills); math achievement; science achievement; individual education plan status; English and Spanish learner education status; and achievement measures correlated with ethnicity, income and language status. However, the table or narrative do not address the criteria or standards that will be used to ensure the board is "well-informed on the outcomes of these assessment in order to hold the principal accountable for the academic and mission related outcomes of the school." The table provided does identify the assessment tool, when data will be accessible to the board and what information will be reported to the Board. These assessment tools and results do align with several of the key components noted in the narrative.

The applicant's response to monitoring the organizational and financial performance of the school minimally addresses the process the Governance Board will use to oversee and monitor its performance. Although the applicant has identified indicators that will be monitored and evaluated, the narrative lacks information on the timelines and criteria or standard that will be used to determine the school is fulfilling its mission.

Raíces Response: CSD inaccurately concluded that the information included in our Application was not adequate for the following reason(s), which we address below:

- ***The table or narrative do not address the criteria or standards that will be used to ensure the board is "well-informed on the outcomes of these assessment to hold the principal accountable for the academic and mission related outcomes of the school. The narrative lacks information on the timelines and criteria or standard that will be used to determine the school is fulfilling its mission.***

Raíces Response: In Section II.C.(1) of our Application (page 108, paragraph 2), we stated: "data will be reported and discussed monthly at the Board meetings on academic, organizational, and financial performance." On page 109, we state the tracking of academic data will be done "using assessment tools/indicators that have been carefully identified in the academic framework to inform instruction and meet state requirements that align with the CCSS and other NM performance standards [for curriculum content areas]." In the table on pages 109-110, the last column indicates when the data on the specific indicators for performance will be available to the Board. Furthermore, in the second paragraph on page 108, we also state the following: "As we discover Raíces academic, organizational, and financial strengths and weaknesses, we will gain insight into how to guide policy decisions to improve achievement of the school's mission and

goals for high academic performance”, which is a key component of our mission. Lastly, following the table on pages 109 and 110, we stated:

This array of measures and tools will allow the Board to analyze and discuss whether achievement of the key components of the Raíces Mission is in progress throughout the year and from one year to the next. The Board will be watchful to see that benchmarks for progress as specified in the goals and indicators in the Academic Framework are being achieved at the specified rate.

On page 111 under **Monitoring of Organizational Performance** we explained that the Governance Development Committee will provide oversight to see that qualified Board Members are “constantly being sought out and recruited to replace vacancies on the Board. This committee will keep an inventory of skills needed on the Board and work to make sure that current and new board members together possess a complete complement of the list of needed skills to do a good job of Governance.”

On page 111 in the paragraph starting with Monitoring and Supporting School Leadership, Staff and Parents Needs we further explained that these needs will be monitored monthly and reported to the board by the Principal, School Development Committee and Parent’s Council. On page 111 and 112 we do give timeframes for the Monitoring of Financial performance through monthly financial reports and stating who is responsible.

We realize that we should have put the above information in a table for easy review; however, it is spelled out in the narrative. We also realize that all tables should include a column that is tied back to specific criteria and standards.

II.C.(2) Hiring Head Administrator

CSD EVALUATION: Approaches the Criteria

The applicant's response provides a clear timeline for hiring a head administrator, both for the initial hiring and for any time the position becomes vacant that includes a complete process identifying the action steps and persons responsible. The board expects to have the head administrator hired by January 8, 2019 and no later than July 1, 2019 (“Should it take longer to find a suitable candidate”).

However, the applicant’s narrative does not specify the criteria or standards used in the screening tool since the tool has not been established. According to the applicant, “.. a screening tool will be established with criteria and ranking based on job description and Board expectations of this position. Because we are applying for a planning year, this first step of the process will start no later than the first week of September 2018.”

Although the narrative provides the preferred skills/experience required for a head administrator, it did not explain why and how those skills/experiences ensures the school leader has the capacity to operate a success, high-quality public school or how it takes into account the mission of the school.

Raíces Response: CSD inaccurately concluded that the information included in our Application was not adequate for the following reason(s), which we address below:

- *The applicant's narrative does not specify the criteria or standards used in the screening tool since the tool has not been established. The narrative did not explain why and how the preferred skills/experiences required for a head administrator ensures the school leader has the capacity to operate a success, high-quality public school or how it considers the mission of the school.*

Raíces Response: The job description we provide in Appendix B of our Application was designed to align with applicable statutes and regulations as well as with our mission statement. In developing the job description, we referenced the following state statutes and regulations: Section 22-5-14 NMSA 1978 (Local Superintendent Powers and Duties); Section 22-10A-18 NMSA 1978 (School Principal Duties); and Section 6.29.1.9 NMAC (Duties and Powers of the Administrator of a Charter School). In addition, the job description that Raíces has developed expressly requires that the principal have a NM Administrative License (3B), which aligns with state standards. Furthermore, the licensure requirement ensures that the principal is capable of the leadership needed to manage and lead staff in successfully achieving the mission and goals that undergird the philosophy of the school. Lastly, in the job description that we have developed, under the Leadership Characteristics required for the job, we specify that any candidate for the position must demonstrate that his/her educational philosophy aligns with the school vision and mission.

The screening tool we talk about will be based on these requirements and standards which we have stated in our Application as detailed in the paragraph above as well as the evaluation rubric for the principal based on the four domains of indicators found on pages 121-122 of the application. As indicated on page 121 these evaluative indicators of performance are found in the NM Principal Leadership Competencies and Indicators (NMPLCI) as required by law in the regulations (i.e. Section 6.69.7.9 NMAC) for the educational leader of the school.

II.C.(4) Principal Evaluation

CSD EVALUATION: Approaches the Criteria

The applicant's response provides a clear plan for evaluating the principal and lists the components and instruments that will be used to evaluate this position. The narrative details an annual process that begins during the hiring process which is when the expectations are set and continues with a mid-year and final formal evaluation. The plan outlines the responsibilities of the board members in this process and meets state requirements.

However, it was not clear how the plan addresses the mission and goal of the proposed school.

Raíces Response: CSD inaccurately concluded that the information included in our Application was not adequate for the following reason(s), which we address below:

- *It was not clear how the plan addressed the mission and goal of the proposed school.*

As explained in detail herein and as provided in our Application, we provided a focused plan to make sure that the principal is evaluated for his or her work in accomplishing the school mission and goals. We can see in retrospect that we should have included a note about all this in the chart on page 124 which shows the board moving through the evaluation steps of the HOUSSE P evaluation procedures, especially step 3 in which the Board will “identify potential data sources for collecting evidence of principal competencies and progress on goals”. This would have been a reminder to the reader of the indicators of performance which is a key part of the principal evaluation.

To clarify, although not explicitly stated in the HOUSSE Evaluation Action Steps, in Section II.C. (4), the evaluation of the principal takes place using the rubric explained on pages 121 - 122. On page 121 of our application, we specifically provided the following:

The evaluation will be based on 1) performance goals related to the job description (Appendix B) agreed upon in the principal contract, 2) progress on accomplishment of the Raíces Education Plan for Student Success (EPSS) which incorporates all the elements of the School’s Mission and goals, and 3) evaluation of principal’s performance in the four domains of NM Principal Leadership Competencies and Indicators (NMPLCI) as required by law (NMAC 6.69.7.9). The four domains of leadership competencies and indicators are as follows

Below, we have included information from our Application that shows all the ways that this rubric, which contains the indicators for evaluating the principal, includes information on the achievement of the mission and goals of the school.

Domain I: Instructional Leadership

1. *The principal promotes the success of all students by maintaining a culture that supports student achievement, high quality instruction, and professional development to meet the diverse learning needs of the school community. To assess this competency the principal will be rated on the following indicators:*
 - a. *works with all members of the Raíces community to make quality instruction a prime focus ensuring that the school successfully implements the dual language*

program, balanced literacy, and the Xinachtli pedagogical practices and curriculum.

- b. uses accountability literacy standards in making decisions about student success and achievement.*
- c. evaluates teachers using the New Mexico 3-tier licensure performance evaluation system to promote high quality teaching and professional learning and to assess teacher capacity to achieve the innovative features of the Raíces academic plan.*
- d. incorporates the diversity of the student population and history of the school community in making curricular and school policy decisions which are consistent with the Raíces mission and the charter contract.*

All four of these indicators relate directly to the schools mission and mission specific goal stated in Section I.A. (1) & B.(1). Also see below Domain III regarding indicator c.

Domain III: Professional Development

- 3. The principal organizes and coordinates ongoing professional learning opportunities that are aligned with the New Mexico professional development framework in NMAC 6.65.2 and supports the diverse learning needs of the school community. To assess this competency the principal will be rated on the following indicators:*
 - c. implements comprehensive, integrated and systematic ongoing professional development opportunities for faculty and the Raíces community that increases their capacity to accomplish the unique aspects of the Raíces mission, curriculum, and academic plan for student success....*

II.D.(1) Organizational Structure

CSD EVALUATION: Approaches the Criteria

The applicant's organizational chart has clearly delineated the reporting structure for most of the positions and relationships related to the school's operations. However, based on the narrative and the organizational chart it was unclear how the Director of Operations and Community Engagement communicates with the Concilio.

Raíces Response: CSD inaccurately concluded that the information included in our Application was not adequate for the following reason(s), which we address below:

- ***It was unclear how the Director of Operations and Community Engagement communicates with the Concilio.***

The question on the application stated that we must provide “a clear, comprehensive, cohesive and reasonable organizational chart and narrative that aligns structures with the mission of the proposed schools and demonstrates a clear understanding of appropriate relationships between governance, administration, teaching, support, staff, and external agencies that are essential to the proposed school.” Overall, we believe that our response provided in our Application

accomplishes this. CSD's concern that we did not clearly address the lines of communication between the Director of Operations and Community Engagement and the Concilio de Padres/Parents Council is easily addressed by looking at Appendix K, in which we show a two-way arrow with a dotted line, signifying communication between the Director of Operations and Community Engagement and the Concilio. With regards to the Director of Operations and Community Engagement, on page 128 of our Application, we state the following:

[The Director of Operations and Community Engagement] will be responsible for working with the principal to develop a comprehensive Community Based Engagement Plan (CBEP) which includes the community at large. The plan will be implemented to ensure meaningful participation including, but not limited to, an active and committed Parent Council. This staff position is critical to engaging parents and community to support their children's achievement by creating an open school environment for K-5 students.

II.D.(2) Staff Job Descriptions (Appendix C)

CSD EVALUATION: Approaches the Criteria

The applicant's narrative provides an brief overview of all key staff positions that align with the organizational chart and the school's first year operation. The narrative also differentiates between FTE and contracted positions.

However, the applicant's narrative lacks specific details on the license requirements for a Pre K - 12 Educational Assistant and does not identify the reporting lines for the business manager, Certified Bilingual Teacher, Special Education Teacher, and Educational Assistant in the narrative and the job descriptions for the identified positions.

Raíces Response: CSD inaccurately concluded that the information included in our Application was not adequate for the following reason(s), which we address below:

- ***The applicant's narrative lacks specific details on the license requirements for a Pre K - 12 Educational Assistant. The applicant's narrative does not identify the reporting lines for the business manager, Certified Bilingual Teacher, Special Education Teacher, and Educational Assistant in the narrative and the job descriptions for the identified positions.***

Raíces Response: At the beginning of the job descriptions in Appendix C, the heading states that the Job Descriptions are for "Certified, Licensed Key Staff." To clarify, this applies to all job descriptions that follow in Appendix C and provides that all positions must have the appropriate certification and licensure requirements.

The reporting lines are shown in the organizational chart (Appendix K) which indicates that the Curriculum and Instructional team, Director of Operations and Community Engagement, and

Contractual Services, which includes the Business Manager, report directly to the principal as shown by the solid lines going up to the principal. It may have been hard to see since the line in the middle of the page was lighter than others. In the Leadership and Management section, which is Section II.C.(3) of our Application (page 117), we stated that the “principal serves as the primary leader and manager of programs, staff and students.” Further, on page 119, we clarified the lines of reporting under the subtitle “Personnel Responsibilities” of the principal. This is part of the comprehensive job description that the Board uses to convey to the principal his/her roles and responsibilities and that makes it clear that the entire instructional team and business manager report directly to the principal who oversees their management and professional development.

II.D(3) Staffing Plan

CSD EVALUATION: Approaches the Criteria

The applicant has sufficiently described a staffing plan that includes at a minimum, action steps, timelines and responsible parties for its hiring process and outlines growth over time. The chart provided in narrative provides action steps in the initial hiring phase and beyond. Additionally, each year the school plans adequate growth by adding a grade until the end of the 5th year to allow staff to gain experience on the implementation of the curriculum and manage the strategies necessary to achieve the school’s mission.

However, the applicant’s response provides a minimal description of a plan for how the school will adjust the staffing needs to respond to budget shortfalls.

Raíces Response: The staffing plan that we provided in our Application was sufficient and included action steps, timelines, and responsible parties for the hiring process and outlined growth overtime. CSD inaccurately concluded that the information included in our Application was not adequate for the following reason(s), which we address below:

- ***The applicant’s response provides a minimal description of a plan for how the school will adjust the staffing needs to respond to budget shortfalls.***

In Section II.D.(3) (page 133, 4th paragraph), we state the following:

In the event that student enrollment does not meet projections, the school will consider revisions to the plan, for example the board may determine that the school may be unable to afford a Testing Coordinator and those responsibilities will remain a part of the Principal’s job responsibilities.

Additionally, under the Financial Framework section of our Application, specifically Section III.B.(4) (page 194-195) under the heading **Meeting Unforeseen Budget and Cash Flow Challenges**, we describe in great detail how we will adjust the budget if our enrollments are off or if there should be a cash short-fall due to a number of factors. Specifically, we state on page 195: “We will plan for these expenses through other sources of funding which we have been

actively pursuing already and have already received confirmation from several Foundations that they will be supporting Raíces if the charter is approved.” These include the W.K. Kellogg Foundation, the McCune Foundation, the NACA Inspired Schools Network and the Raza Development Fund, whose letter of support was received one day after the application was submitted.

II.D.(4) Staff Professional Development Plan

CSD EVALUATION: Approaches the Criteria

Overall, the applicant’s plan for professional development includes sufficient elements that focus on specific areas within set timelines that meets most state requirements. The narratives describes how the school will ensure professional development time is not used during routine staff meetings. Instead, the professional development will take place 3 weeks prior to the school year and through out the year. Additionally, the applicant provides a schedule for the year.

However, the plan lacks any detail on how the general professional development plan and mentorship plan are supported by a budget and the process used to address specific professional development needs that are teacher-specific. Although the narrative states, “Mentoring sessions will be tailored to individual teacher needs”, it does not include the action steps and associated costs on how those needs will be identified.

Raíces Response: Overall, our plan for professional development included adequate elements that focused on specific areas within set timelines. CSD inaccurately concluded that the information included in our Application was not adequate for the following reason(s), which we address below:

- ***The plan lacks any detail on how the general professional development plan and mentorship plan are supported by a budget and the process used to address specific professional development needs that are teacher-specific. The plan does not include the action steps and associated costs on how those needs will be identified.***

Our Application does not specifically spell out the budget aspect for Professional Development other than to include \$500 per staff person for professional development because the budget will not include federal funds in the initial years; therefore, we will need to write in funds for some of those costs through NACA and other grants. The Dual Language Education of New Mexico organization will provide an intense training before school opens to provide support to teachers on development of the Dual Language 90/10 program with a cost of \$4,000, which will need to come out of grant funds.

Also, in [Appendix O: Staffing Plan](#), we allocated a part time “Culture and Curriculum Coach”, a Teacher Leader who will take the responsibility to coordinate mentorships and monitoring of performance among the instructional team working in partnership with the principal.

In Section D.4 (page 136), we stated the following:

The school calendar also includes time for teachers to meet weekly (Thursday afternoon) in professional learning communities. These half days will be designated for teacher collaboration on developing weekly learning goals, analyzing classroom assessment data, and planning instruction and interventions to meet student learning needs. Teachers will also be supported by Indigenous Culture pedagogy expert (Carlos Aceves*) to ensure that instruction is aligned to Xinachtli learning philosophy, constructivist learning theory, and the learning needs of students.

II.F.(1) Community/Parent/Employee Involvement in Governance

CSD EVALUATION: Approaches the Criteria

The applicant's response provides a clear plan for communicating and inviting families to participate in the Parent Council, which "will be the mechanism for parents to participate in designing, planning, and implementing the guiding principles of the school" as well as other opportunities to serve on the board and through school events. Although the applicant has described several opportunities for parental attendance, the applicant does not provide a compelling response to addresses how these opportunities are meaningful for parental input, professional educator input and community input. For example, the applicant states, "The Governance Board will hold one seat for a parent member as a means of parent input and participation in the operations of Raíces", however, the response does not elaborate on how it will help further the school's mission.

Raíces Response: We provided a clear plan for communicating and inviting families to participate in the Parent Council. CSD inaccurately concluded that the information included in our Application was not adequate for the following reason(s), which we address below:

- ***The applicant does not provide a compelling response to addresses how these opportunities are meaningful for parental input, professional educator input and community input. The response does not elaborate on how it will help further the school's mission.***

We do not agree with CSD's evaluation that we did not provide a "compelling response" to address how these opportunities are meaningful for parental input. As noted in our Application, the Parent Council is an integral element of the operation of our school. In Section II.F.(1) (page 150) of our Application, we detail the role of the Director of Operations and Community engagement in working with the Parent Council. In the first paragraph of that section, we state:

The Director of Operations and Community Engagement will identify parent leaders to convene and organize the Parent/Community Council. In addition, the parent/community

strategy will incorporate a bilingual, bicultural and culturally appropriate communication system by seeking their input on the best means of communicating and implementing multiple strategies including: home visits, newsletters, robocalls, phone calls, emails and other social media. Also, we will refine our system of communication under a continuous improvement framework between teachers, students, parents and administrators to address and overcome any challenges and limitations as the school community evolves.

We further state in paragraph 2 on page 151 that the “Parent Council is part of the essence of Raíces that will guide achievement of the mission of the school and ensure the environment and curriculum is grounded and rooted in appreciation of each student’s cultural heritage in a way that will be transformative for parents, students, and faculty. Cultural heritage and positive identity transformation, as key guiding principles, will be embraced and embedded within the parent and child relationship.” These are key aspects of the mission statement and as parents participate in dialogue, which is a key strategy at Raíces for building relationships, they will be guiding input about how the major aspects of the mission can be accomplished, in particular how “parents are valued in construction of knowledge and the creation of a learning community that promotes high academic performance, positive identity formation and the reclaiming of cultural heritage” – key components of our mission statement. The community engagement plan that the Director of Operations and Community Engagement is responsible for developing and has been described in other sections of the application (*see* page 85-86) allows staff and community members to participate in designing strategies for achievement of the Raíces mission.

Early in our Application, we described what it means to implement a community-led model, as follows:

Community-Led Model: We will create opportunities for parents to exercise leadership and grow in their advocacy skills for navigating the educational systems throughout their children's lives. A Parent Advisory Council will be instrumental for ensuring parents participate in planning and implementing the core values of Raíces. Parents, along with the Parents Council [which includes a teacher representative] will be instrumental in creating interventions, such as after-school and weekend tutoring. They will be involved in planning, organizing, and promoting cultural events after hours or on Saturdays to support Raíces culture and values” which are directly related to the school mission. Application, *Mission*, Section I.A.(1) (page 6).

II.G.(1) Recruitment Plan

CSD EVALUATION: Approaches the Criteria

The applicant's response describes a prospective student outreach and recruitment plan, including action steps, timelines, and responsible parties. The plan proposes to reach its recruitment targets within the 9 month timeframe of September, 2018 to May, 2019.

Additionally, the applicant describes that the database for recruitment will be used to compare enrollment numbers with recruitment strategies on a monthly basis. The results will be used to determine if the school must increase its recruitment efforts to provide equal access to its targeted students. However, it is not clear if the "documented responses of parents and children attending outreach and recruitment community events" is separate from the data used in the prior statement and how this data will inform the school annually on the effectiveness of the outreach and recruitment efforts in ensuring equal access to the school and how the school will use that information to adjust the outreach and recruitment plan.

Lastly, this plan describes the multiple recruitment activities that will take place, but does not identify the costs associated with those activities.

Raíces Response: CSD inaccurately concluded that the information included in our Application was not adequate for the following reason(s), which we address below:

- ***It is not clear if the "documented responses of parents and children attending outreach and recruitment community events" is separate from the data used in the prior statement and how this data will inform the school annually on the effectiveness of the outreach and recruitment efforts in ensuring equal access to the school and how the school will use that information to adjust the outreach and recruitment plan. The plan does not identify the costs associated with those activities.***

From the beginning, the Raíces founders have understood that many of the extra costs associated with the start-up of a charter school will not be covered directly from the State Budget. Therefore, the founder team dedicated a significant amount of time to engaging potential funders that would be able to fund those expenses that will not be covered by the State. Costs for the recruitment and enrollment process are one of those things for which we anticipate requesting funds. We believe that expenses for print materials and the various social media activities we have described in the table on pages 157-158 will not exceed \$1,000 because of the number of organizations that have promised in-kind services and access to their early childhood Pre-K student families to conduct recruitment sessions. See Appendix N: Letters of Support; Section IV.B.(1), *Community Support* (pages 208-21).

Five foundations have been approached and, at the time of the submission of our application, two major foundations, W.K. Kellogg and McCune Foundations, had provided letters of support (*see*

Appendix N: Letters of Support), indicating we would receive significant support and could submit grants immediately upon approval of the charter. We are in the process of developing budgets for all that we anticipate will be needed including some of the costs associated with recruitment. Also, some initial costs for recruitment activities can be part of the \$50,000 that will be provided by the Native American Community Academy, immediately upon approval of the charter. We have also had positive conversations with the Community Foundation of Southern NM and the Abelard Foundation Peace Development Fund as reported on page 210 of our Application.

II.K.(2) Food Service

CSD EVALUATION: Approaches the Criteria

The applicant's food service plan provides a clear and concise plan for providing food services that comply with federal and state requirements. Specifically, the plan identifies the equipment needed for a multi-use area and has identified Cravings Café as the potential vendor.

However, the response does not adequately identify how the school will fund the food service plan costs prior to receiving any applicable reimbursements as evident from the following statement, "Raíces will be responsible for all reporting requirements and anticipate that we will have to cover costs for meal payments until reimbursements for programming from the government are received." No additional information was provided to describe how the school plans to cover those costs.

Raíces Response: In our Application, we provided a clear and concise plan for providing food services, which, most importantly, complies with federal and state requirements. CSD inaccurately concluded that the information included in our Application was not adequate for the following reason(s), which we address below:

- ***The response does not adequately identify how the school will fund the food service plan costs prior to receiving any applicable reimbursements as evident from the following statement, "Raíces will be responsible for all reporting requirements and anticipate that we will have to cover costs for meal payments until reimbursements for programming from the government are received." No additional information was provided to describe how the school plans to cover those costs.***

To be clear, we did address the funds for food services costs. The grant sources enumerated in our Application (i.e. W. K. Kellogg and McCune) are sources of funding to support costs associated with food as shown in the letters of support in Appendix N. Funds from the NACA Inspired Schools network will also be used. These sources will be tapped until applicable government programs can be accessed. In Section III.K.(2), page 171) of the application we state:

Raíces will submit applications to all available benefactors. City, state or federal as well as church and private foundations for additional funds... Raíces will participate in USDA child nutrition programs, including the National School Lunch Program (NSLP), and the School Breakfast Program (SBP). Raíces is committed to offering school meals through the NSLP and SBP programs, and other applicable Federal child nutrition programs, that meet or exceed current nutrition requirements established by local, state, and federal agencies, served in clean and pleasant settings; accessible to all students; reimbursable school meals that meet USDA qualifications. Families that wish to or can pay will find that pricing is reasonable.

II.L.(2) Facility Identification

CSD EVALUATION: Approaches the Criteria

The applicant's response identifies several facilities that have been researched within the school's targeted location. Although, several facilities have been identified, not all of them include information on whether a building meets state requirements, occupancy, adequacy and/or ownership. However, the applicant has identified a viable option located at 201 E. Loham. This facility had been a charter school and currently has E-occupancy and meets the requirements.

The applicant's response mainly focuses on providing minimal details on the facilities researched but does not include specific action steps and responsible parties for ensuring the school is ready for the opening date. Additionally, the narrative lacks clarity on the the preparation for facilities without Eoccupancy will be funded.

Raíces Response: In our Application, we provided adequate evidence that we researched potential facilitates, and, most importantly, we clearly identified at least one appropriate facility in our targeted geographic location. CSD inaccurately concluded that the information included in our Application was not adequate for the following reason(s), which we address below:

- ***The applicant's response does not include specific action steps and responsible parties for ensuring the school is ready for the opening date. The narrative lacks clarity on the preparation for facilities without E-occupancy will be funded.***

Because we are aware of State requirement to obtain E-Occupancy Certification, we stated in the application Section II.L.2 (page 180):

When a charter school is located in a facility that is not classified as an E Occupancy, it must obtain an E Occupancy Certification prior to moving into the space. The school must hire a New Mexico

licensed architect to draw plans of the school indicating that the school meets code requirements for E Occupancy. These plans are then submitted to PSFA for adequacy/code review. Once PSFA has completed their review, the plans are then sent to the Construction Industries Division to obtain an E Occupancy Certificate.

Realistically, with regards to the timeline, this process will take our school at least a year and a half before we are ready to occupy our targeted place at Myrna's Children's Village on campus at NMSU. Because any plan to move forward is contingent on an E-Occupancy approval statement, we listed two other options that are of interest and are viable in a short amount of time (no more than 6 months). The other identified alternative places are described as "potential spaces" with minimal adaptations to obtain E-Occupancy certification in case we need to explore other options. The fact that we didn't explain in detail information for each of the other places is because we have secured an understanding with the owners of a location that has been approved for E-Occupancy and the contract is contingent on the charter approval notice.

The site at 201 E. Lohman that we identified for the first couple of years does not need a big amount of funds to comply with requirements to be adapted for Kindergarten students. This will allow us to dedicate the funds from Raza Development Fund to remodel the NMSU Children's Village site which we intend to be our permanent home.

During our preparation, our Raices Facilities Committee dedicated the time to build a relationship with the founders to be prepared during the implementation year to have an optimal space approved by PSFA based on the expectation of being ready to start on August 2019. In our Application, on page 181, we state the following: "Over the year, the Raices team is building relationships with private donors and foundations as well. Raices founders anticipate financial support in different modalities to start up and sustain costs including facilities and other operational needs to be covered during the planning year."

III. FINANCIAL FRAMEWORK

CSD concluded that this section of our application was "inadequate as only 50% of the responses were rated 'Meets the Criteria', three (3) areas were rated 'Approaches the Criteria', and one (1) area was rated 'Falls Below the Criteria', with a section score of 77%." As explained in more detail herein, this is incorrect. We have responded, in detail, to each area of our application where CSD rated our response as "Approaches the Criteria" and to the section that CSD rated as "Falls Below the Criteria."

III.B.(4) Budget Adjustments

CSD EVALUATION: Approaches the Criteria

The applicant's response describes strategies that may be used to adjust the budget appropriately. For example, if the school does not reach its funding levels it plans to alter the staffing to the actual student enrollment by:

- *"Removing office support positions and assigning the responsibilities to other staff,*
- *Decreasing the FTE for certain teaching staff and support staff*
- *Exploring opportunities to share responsibilities amongst staff for those positions that are cut or adjusted to part-time status*
- *Cutting non-essential items"*

Additionally, the applicant notes, "the Finance Committee will review the budget to try and realize some savings on expenses that tie to the number of students, such as teaching staff, instructional support, instructional materials and textbooks."

Although, the applicant details possible strategies to budget shortfalls, the narrative does not clearly explain how these strategies are viable and realistic and based on financial expertise. Additionally, the narrative explains that the applicant has identified other sources of funding to cover ancillary services costs for its special education population but does not identify where those funds are coming from. The applicant states, "We will plan for these expenses through other sources of funding which we have been actively pursuing already and have already received confirmation from several Foundations that they will be supporting Raíces if the charter is approved." A commitment from NACA was detailed in the narrative for the amount of \$50,000 to be used in start-up costs. It is unclear if this amount is allotted to ancillary services or other costs, as it is not reflected in the budget.

Raíces Response: CSD inaccurately concluded that the information included in our Application was not adequate for the following reason(s), which we address below:

- ***The narrative does not clearly explain how these strategies are viable and realistic and based on financial expertise. It is unclear if the amount of \$50,000 from the NACA Foundation is allotted to ancillary services or other costs, as it is not reflected in the budget.***

We provided adequate details relating to possible strategies to address budget shortfalls in our Application and these strategies are viable and realistic. As we stated at the Capacity Interview and at the Public Hearing, we have been exploring "other sources of funding" and have identified sources that are committed to funding our school once we receive notice that our charter has been approved. Immediately after the approval notice, we will begin negotiations with potential funders and start planning in terms of amounts and allocations for specific budget items. (See Appendix N containing Letters of Support from organizations such as the McCune Foundation and the W.K. Kellogg Foundation)

With regards to the \$50,000 from the NACA Foundation, in Section II.B.(4) (page 195) of our Application, we clearly stated the following: “Raíces has secured a commitment from NACA for \$50,000 to assist with some of the start-up costs. Allocations to specific budget items will be determined by the items that can be covered by other committed foundation funding sources. This funding is not reflected in the budget since it will be used prior to July 1st, 2019.”

During the Public Hearing on July 20, our board members also confirmed the funding commitment from the NACA Foundation to cover the salary of the school principal for the first 3 years of operation.

III.C.(1) Financial Oversight (Appendix H)

CSD EVALUATION: Falls Far Below the Criteria.

The applicant’s narrative and internal control procedures (Appendix H) are not fully developed and lack details on how the school will effectively:

- *Safeguard assets*
- *Segregate its payroll*
- *Segregate cash and check disbursement duties*
- *Provide reliable financial information and promote operational efficiency*

The response minimally addresses how the audit will ensure compliance with state requirements. No additional information is provided to ensure the school is maintaining reliable financial information on its own.

Furthermore, the narrative does not address whether its procedures are based on the professional judgment of experienced, licensed, school business officials and does describe a complete process for regularly evaluating compliance with the internal control procedures.

Raíces Response: CSD inaccurately concluded that the information included in our Application was not adequate for the following reason(s), which we address below:

- ***The applicant’s narrative and internal control procedures (Appendix H) are not fully detailed and lack details. The response minimally addresses how the audit will ensure compliance with state requirements. No additional information is provided to ensure the school is maintaining reliable financial information on its own. The narrative does not address whether its procedures are based on the professional judgement of experienced, licensed, school business officials.***

CSD did not include specifics about the details that it believes are lacking from our internal procedures in Appendix H; however, we believe the information we provided in our narrative and in Appendix H demonstrates our commitment to:

maintain an internal control structure to provide management with reasonable assurance that assets are safeguarded against loss from unauthorized use or disposition, that transactions are executed in accordance with management's authorization, and are recorded properly to permit the preparation of general purpose financial statements in accordance with GAAP, and that state and federal programs are managing in compliance with applicable laws and regulations. Application, *Financial Oversight*, Section III.C.(1).

The internal procedures that we have developed contain adequate details on how we will effectively safeguard assets³; segregate cash and check disbursement duties; and provide reliable financial information and promote operational efficiency. However, we do acknowledge that our internal procedures could include use more detailed information relating to the area of segregation of payroll and we remain committed to fixing this with our proposed licensed and experienced business official.

The job descriptions for all staff in Appendix O: Staffing Plan begins by specifying that all staff must be licensed and certified for each job described in Appendix O. This means that the Business Manager who will start out as a half-time contracted service provider instead of a staff member/employee must be a licensed bookkeeper and certified procurement officer.

It has recently come to our attention that the individual we were considering for the business manager position at Raíces is under investigation. To be clear, this individual was never hired by Raíces, nor did she hold any official position with our School. At the time that she assisted us with the development of certain areas of our application, she was an experienced and licensed business official. Certainly, now that we have learned that she has been placed on administrative leave for alleged financial discrepancies, we are no longer considering her for the position and are seeking the advice and counsel of another licensed and experienced business official. Currently, we are in discussions with the Vigil Group LLC as a potential candidate to fill this position.

The Raíces Governing Council acknowledges its own responsibility to maintain sound fiscal policies and procedures. Most importantly, our prompt response in seeking out another business official shows our commitment to ensuring that our fiscal policies and procedures are based on the professional judgment of an experienced and licensed business official. Raíces remains committed to following best practices regarding fiscal policy and to working closely with our proposed business manager.

³ **Safe-Keeping Assets:** Access to assets will be limited by assigning a primary guardian for each program area. The guardian, i.e., Teacher or Artist for each program area will be responsible for monitoring the access to such assets. Appendix H: Internal Procedures.

III.C.(2) Financial Staff

CSD EVALUATION: Approaches the Criteria

The applicant's response adequately describes the responsibilities of the Principal and the Business Manager and align fully with the organizational chart included in this application. However, based on the budget, it is unclear whether the Business Manager is an employee or contracted. The lack of this information implicates whether the applicant has identified the appropriate qualifications for this individual. The budget allows for an Office Manager in the personnel section and for Business Manager Services in the other expenses section of the budget.

Raíces Response: CSD inaccurately concluded that the information included in our Application was not adequate for the following reason(s), which we address below:

- ***Based on the budget, it is unclear whether the Business Manager is an employee or contracted.***

We believe we were clear in our Application regarding the employment status of the Business Manager. See Appendix O: Staffing Plan. The job description for the Business Manager position reflects that this position will become a full-time position by the 5th year. Until then, the position is classified as a half-time contract service provider. Also see Appendix K: The Organizational Chart, where it clearly shows that the Business Manager position clearly is a contractual service. We understand that the business manager needs to be a licensed, certified bookkeeper and procurement officer who is trained in how to comply with state school funding laws and regulations. Also See Appendix G: 5 Year Budget Plan.

III.C.(3) Governance Board Legal and Fiscal Oversight

CSD EVALUATION: Approaches the Criteria

The applicant's response minimally focuses on the formation of the audit and finance committees. It begins by detailing how the Governance Board will act as a Board of Finance and simply states the board will establish both committees. No additional information is provided to describe how they will be formed or how each committee will ensure proper legal and financial oversight.

The response did indicate the make up of each committee, which includes the Principal and Business Manager. A general outline of duties was provided for both committees.

Raíces Response: CSD inaccurately concluded that the information included in our Application was not adequate for the following reason(s), which we address below:

- *No additional information is provided to describe how they committees will be formed or how each committee will ensure proper legal and financial oversight.*

In Appendix A: Bylaws, Article 5: COMMITTEES on pages 11 and 12, we describe in detail how the audit and finance committees will be established, who will serve on these committees, and how we will ensure proper legal and financial oversight.

Specifically, in Section 5.2: Standing Committees, we provide the following:

Each standing committee shall have a charge specific to its permitted activities and such charges shall be incorporated into Raíces policies. The function of any committee shall be fact-finding, deliberative, and advisory to the Board. Committees shall not have authority to take legislative or administrative actions, nor to adopt policies for Raíces. Standing committees shall be made up of no more than one less than a quorum of the Board. The Board Chairperson shall be an ex-officio member of each committee. The Principal shall be an ex-officio member of each committee, except where his/her evaluation, tenure, or salary is to be deliberated. The Business Manager shall be an ex-officio member of the Finance and Audit committees. Standing committees shall be:

- Governance Board Development Committee
- Finance Committee
- Audit Committee

Pertinent to the evaluator's critique in this section of the application is the description that follows in this section of the bylaws for the finance and audit committees on page 12 of the bylaws which specifies the membership of each committee and the criteria that will be used as specified in state statutes to ensure compliance with regulations regarding legal and financial oversight. These descriptions read as follows:

b. Finance Committee: The Finance Committee shall be comprised of the School Business Manager, Board Chairperson, Board Treasurer, who shall serve as chair, at least one other member of the Board, a member of the Concilio (Parent Council), and the Principal. The purpose of the Finance Committee shall be to make recommendations to the Board in the following areas: financial planning, including review of the School's revenue and expenditure projections; review of financial statements and periodic monitoring of revenues and expenditures; annual budget preparation; oversight; and procurement. The Finance Committee shall also serve as an external monitoring committee on budget and other financial matters and shall evaluate the Principal's compensation, oversee the use of funds, review and oversee the school's risk management policies and investments, and review and advise the Board on all matters affecting the school's financial condition. In carrying out its duties the Finance Committee must adhere

to regulations of the New Mexico Public School Finance Act (22-8-1 and 22-8-12.3 NMSA 1978)

c. Audit Committee: The Audit Committee shall be comprised of the School Business Manager, Board Treasurer, who shall serve as chair, Principal, the Board Chairperson, one community volunteer who has experience in accounting or financial matters and one parent volunteer from The Concilio. The parent shall be appointed from a list of parents who are willing to volunteer on the Committee. The purpose of the Audit Committee shall be to 1) evaluate the request for proposal for the annual financial audit services, 2) recommend to the Board the selection of the financial auditor, 3) attend the entrance and exit conferences for annual and special audits, 4) meet with external financial auditors at least monthly after the audit field work begins until the conclusion of the audit, 5) be accessible to the external financial auditors as requested to facilitate communication with the Board and the Principal, 6) track and report progress on the status of the most recent audit finding, 7) advise the Board on policy changes needed to address audit findings, and 8) provide other advice and assistance as requested by the Board. The Audit Committee shall be subject to the same requirements regarding the confidentiality of audit information as those imposed upon the Board by the Audit Act (12-6-1 through 12-6-14 NMSA 1978) and rules of the New Mexico State Auditor.

IV. EVIDENCE OF SUPPORT

CSD concluded that this section of our application is adequate with a section score of 83%; however, we would like to respond to the one area that CSD rated as “Approaches the Criteria.”

IV.D. Innovation

CSD EVALUATION: Approaches the Criteria

Although the applicant provides a clear overview of the qualities and characteristics that make up the school’s educational model and mission, it does not provide a compelling explanation for the demand of this type of model.

A section of the narrative focuses on the history of the culture and roots that was the impetus for the development of the model and states, “The uniqueness and innovation of our proposed school is meant to support local public education and its efforts to prepare students to enter a culturally diverse, multilingual, technologically challenging world where “thinking outside the box” is more a necessity than a cliché.” However, no additional information is provided to support how the applicant team knows there is a compelling demand for this educational program within the targeted geographic area.

Raíces Response: CSD inaccurately concluded that the information included in our Application was not adequate for the following reason(s), which we address below:

- ***No additional information is provided to support how the applicant team knows there is a compelling demand for this educational program within the targeted geographic area.***

In Section IV.A.(1) of the Application (page 203), concerning Outreach Activities, we described meetings and surveys conducted to learn directly from families of their interest in a school with the curriculum we propose for the Raices School. Besides the social and economic pressures identified by the participants, during the process of exploration and learning from our communities, the Raices Outreach Team collected some sad and painful stories from parents that were experiencing disenfranchisement, self-segregation, and low self-esteem because of the lack of English language skills and misconceptions of how the public systems work (education, health, housing, jobs, and food access).

In our LOI, we provided substantial information on pages 3-5 that indicates a demand for this type of school as follows:

- 76.4% of the elementary children in the Las Cruces Public schools are Hispanic.
- 87% are economically disadvantaged.
- For 29.5% of these students the language spoken in the home is Spanish.
- Of this group of elementary students, 15.9% are ELLs.
- 16.4% have been identified as special education students
- Student achievement results on the PARCC show proficiency levels in ELA and math are quite low for students in the 3rd, 4th, and 5th grades.

Data from Head Start Programs and community workshop sessions document the strong need that parents see for alternative options to the traditional school setting. The Raíces' Team has engaged in a significant number of conversations with parents, potential partners, interested organizations, and community leaders in the development of the projected school, including local indigenous communities (Piro-Manzo, Tortugas and Raramuris), where participants were exposed to examples of the Mesoamerican components of the curriculum and expressed an enthusiastic response.

NMSU is planning to develop an Ethnic Studies Bachelor's and Master's degree program to be offered in the College of Education that would foster a critical, historical, and locally-relevant practice and approach to community engagement. The NMSU College of Education sees our proposed school as an opportunity to contribute to their process for restructuring how teachers are educated to draw on indigenous pedagogy to improve educational outcomes for children. The Raíces' Team has held discussions with NMSU about a partnership with them for implementing a community schools' approach and are continuing discussions with the Dean's office in the College of Education (See letters of support in Appendix N from the Dean and faculty members.)

Since the inception of the workgroup (23 months), the Founding Team Coordinator, has organized 29 information sessions and workshops with over 336 different participants. The Coordinator has conducted many individual interviews with stakeholders and members of other community sectors and institutions including: the Las Cruces City Council, the Doña Ana County Commission, NM State Legislators, the Hispanic Chamber of Commerce, Green Chamber of Commerce, educators, executive team of the local chapter of NEA, members of LCPS School Board, faith based community organizations, Early Childhood Las Cruces Head Start Program Team and Policy Council, La Clinica de Familia Healthy Start Program Director, Healthy Kids Las Cruces Coalition of the NM Department of Health, Las Semillas Food Center, and representatives of the arts and culture sector for a total of 120 key community leaders. Many of these organizations have contributed to the 21 letters of support.

Lastly, we feel it is worth noting that there is only one charter school in Las Cruces that serves Elementary grades, J. Paul Taylor Academy, which always has a long waiting list. As of a month ago their waiting list was 157 students as reported at the PEC Hearing on July 20 by Carrie Hamblen, who is one of the council members at the Academy.



New Mexico Public Education Commission

**2018 New Charter School Application Kit
Part C. Application & Rubric**

Raíces del Saber Xinachtli Community School



School Information:

Name of Proposed Charter School: **Raíces del Saber Xinachtli Community School**
School Address (if known): **Las Cruces, NM**
School Location (City/Town): **Las Cruces, NM**
School District within which the proposed school will be located: **Las Cruces Public Schools**
Grades to be served: **K-5**
Requested Enrollment Cap: **220**

Contact Information:

Primary Contact Person: **Lucia V. Carmona**
Address: **1565 5th Street**
City: **Las Cruces** State: **NM** Zip: **88005**
Daytime Tel: **(575) 571-2177** Fax:
Alternate Tel: **(915) 504-1277** E-Mail: **Luciavcarmona@gmail.com**

Secondary Contact Person: **Jane Asche**
Address: **4627 Rock Canyon Loop**
City: **Las Cruces** State: **New Mexico** Zip: **88011**
Daytime Tel: **(575) 649-8154** Fax: **(575) 532-8087**
Alternate Tel: **(575) 532-8087** E-Mail: **janeasche@comcast.net**

Founder (if different from above): Click here to enter text.
Address: Click here to enter text.
City: Click here to enter text. State: Click here to enter text. Zip: Click here to enter text.
Daytime Tel: Click here to enter text. Fax: Click here to enter text.
Alternate Tel: Click here to enter text. E-Mail: Click here to enter text.

Founder (if different from above): Click here to enter text.
Address: Click here to enter text.
City: Click here to enter text. State: Click here to enter text. Zip: Click here to enter text.
Daytime Tel: Click here to enter text. Fax: Click here to enter text.
Alternate Tel: Click here to enter text. E-Mail: Click here to enter text.

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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 responses.

Please note: The Public Education Commission (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.

Meets the Criteria 100% of total points	<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
Approaches the Criteria 50% of total points	<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
Falls Far Below the Criteria 0 points	<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, which includes: <ul style="list-style-type: none"> ○ Copying responses from a prior applicant’s application ○ Copying statutory, regulatory, or policy/guidance language ○ Plagiarizing information from other publicly available material • Includes statements that violate or conflict with the requirements of law • Incoherent or 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 is evaluated as “Falls Far Below the Criteria”;
- No more than three responses may be evaluated as “Approaches the Criteria” in any one section of the application; and
- The applicant must earn 95 percent of the available points or more.

I. Academic Framework

A. 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 in Part A).

A. (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:

Mission Statement

Raíces del Saber Xinachtli Community School implements a developmentally appropriate rigorous academic program through an interdisciplinary curriculum that is experiential, participatory, biliterate, child-centered, and culturally responsive. Our students learn Spanish and English, achieving academic proficiency in all subjects in both languages as they develop critical and creative thinking skills. Raíces creates an environment where students and parents are valued as participants in the construction of knowledge and the creation of a learning community that promotes high academic performance, positive identity formation, and the reclaiming of cultural heritage.

Elaboration of Mission Statement

Bilingualism and Biliteracy: Bilingualism and biliteracy are valuable, enriching, and rigorous endeavors. We want to offer the best opportunity for students to master two languages, English and Spanish. Two decades ago Thomas and Collier (1997) offered educators a viable and effective alternative to transitional bilingual education through a dual language approach that research has continually validated (Dual Language Education of New Mexico, Inc.). Raíces implements a 90:10 two-way (dual language) immersion approach beginning in kindergarten. First grade students receiving 80% instruction in Spanish and 20% in English in all subjects. Instruction in English increases by 10% each year to reach a 50/50 ratio beginning in fourth grade. Research demonstrates that the 90:10 model offers the most effective approach for achieving biliteracy and students becoming fully bilingual (Kathryn Lindholm-Leary, July 2007). **

Raíces will develop a partnership of parents, community, faculty, administrators, and students to create a bilingual and biliterate atmosphere so that both languages are used, cherished, and promoted campus wide. This will enable students to master two languages in all subjects and be able to successfully transition to any middle school in the United States. For this reason, parental and community involvement and participation will be evident in the creation and functioning of our school.

In alignment with the New Mexico Standards, Raíces will have one hour of English language instruction per day as mandated by the state. Student biliteracy will be assessed at the beginning, middle, and end of the academic year with the goal of 80% of the population achieving literacy goals as set by the New Mexico Public Education Department bilingual standards.

Learning in all subjects will be through activities that integrate exploration, dialogue, critical analysis, and practice rather than rely exclusively on direct instruction. To insure a child centered, student participatory pedagogy, Raíces will use a process of instruction that relies on small group cooperative learning centers or stations where whole class lessons are explored, extended, and reinforced. Student work and products at these learning centers are used as part of the ongoing assessment of academic performance and calculated as 50% of a student's grade.

Culturally Responsive Identity Formation: Emphasis will be placed on regional (local) heritage to ensure that our curriculum is culturally responsive. Raíces will involve students, family, and teachers in exploring and creating content that documents local social reality and history by using the internet, field experiences, conversations with family members, and presentations by community members. This content is part of the millennial heritage of the United States-Mexico Border context within Doña Ana County and its surrounding areas. Following are some examples:

- The ancient petroglyphs near Radium Springs, those in the Franklin Mountains and Hueco Tanks Texas State Park record a 10,000-year human presence in this area.
- The Pueblo of Tortugas, one of the oldest post-colonial settlements in Las Cruces, still attracts visitors from around the world to their yearly Virgin of Guadalupe festival on December 12.
- The Piro-Manzo-Tigua (PMT) Tribe is still engaged in an effort of descendants of the original inhabitants of this area to secure a cultural space to continue their traditional community.
- Chile from Hatch is known across the United States and the world. The impact that chile and corn has had can be traced to the arrival of these agricultural products some 4,000 years ago by Mesoamerican travelers to this area from central México.
- The Spanish colonization and Mexican American presence in the area has its own historical dynamics and impact on the counties, cities, and villages of the area that have Spanish names and descendants of the original Mexican population. For example, few are aware that the Organ Mountains Desert Peaks National Monument, through which Las Cruces residents see their daily sunrise, were once called the Manzo Mountains (La Sierra de los Manzanos), for the original Native American group that inhabited this area and whose descendants form part of the PMT Las Cruces tribe.

Reclaiming this history and heritage is integral to our mission as a community led school. In this effort, visitation to these sites and historical knowledge from parents and other community members will be a source for the construction of knowledge.

Xinachtli (Sheen-ach-tlee)- Integrating Personal and Cultural Identity, and Enriching Curriculum: The concept of using Mexican indigenous heritage as pedagogy to enrich and augment academic achievement was introduced by educators in Phoenix, Arizona and El Paso, Texas as the Xinachtli Project (Godina 1996). This type of enrichment pedagogy promotes positive changes in ethnic identity and increased academic aspirations (Luna, Nora; Evans, William P.; Davis, Bret, 2015). From 1996 to 2012, under the title of Mesoamerican Project, it was used effectively as an adjunct pedagogy to support the bilingual program at Canutillo Elementary School (Hector Giron, testimony 2017). Xinachtli pedagogy was also used by the Mexican American Studies (MAS) program in Tucson, Arizona's public schools from 1998 to 2012 with significantly positive results (Cabrera, 2012). Xinachtli is currently an enrichment program at Bill Childress Elementary (BCE), Canutillo ISD (Texas) which is facilitated by Carlos Aceves, one of the founders of the Xinachtli Project and the proposed Raíces charter school. A self-report study of teachers at BCE indicates that student participation in this enrichment process increased motivation, improved behavior, and strengthened academic performance. (Appendix U, on Bill Childress Elementary data, 2018).

Xinachtli is a Nahuatl word meaning the moment a seed germinates. This term exemplifies our view that children enter the classroom with their own innate potential for learning and not as empty vessels waiting to be filled with knowledge. The Xinachtli instructional framework embraces this potential through an interdisciplinary approach that involves utilizing students' innate ways of knowing in the construction of knowledge. Mesoamerican ways of processing knowledge include the use of calendar systems based on cycles of nature, interpreting natural phenomenon through symbols and metaphors, oral storytelling of myths of origin and formation, personal reflection through meditation, and the construction of a dialogue community that uses authentic, critical, and creative listening. Through these processes, students will actualize their innate potential by understanding and analyzing the world from different perspectives and applying the skills learned through Xinachtli in other content areas: science, mathematics, and literacy skills - especially vocabulary, speaking, critical thinking and reflective listening. We evaluate the effectiveness of Xinachtli through: 1) teacher observation (self-report) of how much it augments learning across the curriculum, 2) rubric assessment of Xinachtli skills, and 3) portfolios that contain samples of student work, activities, and projects.

Community Led Model: The Raíces organizational team in collaboration with parents, administrators, and faculty will create an open school environment within a U.S.-Mexico Border cultural context. Parents are essential partners to the success of the school. We will create opportunities for parents to exercise leadership and grow in their advocacy skills for navigating the educational systems throughout their children's lives. A Parent Advisory Council will be instrumental for ensuring parents participate in planning and implementing the core values of Raíces. Parents, along with the Parents Council will be instrumental in creating interventions, such as after-school and weekend tutoring. They will be involved in planning, organizing, and promoting cultural events after hours or on Saturdays to support Raíces culture and values.

Proposed Student Outcomes and Innovative/Unique Approaches

We bring a unique and innovative approach to learning in several ways:

- Biliteracy in English and Spanish through a 90:10 immersion model that achieves proficiency in both languages by the end of third grade;
- Learning that involves student active participation through exploration, dialogue, critical reflection, and construction of knowledge;
- Positive identity formation through a culturally responsive curriculum that integrates local history as part of social studies;
- Xinachtli, an instructional model through which children learn the use of symbols and metaphors to conceptualize their relationship with the natural world, a Mesoamerican base-20 mathematics system, and Nahuatl (Aztec) as an enrichment language;
- Parent participation in all aspects of school life continually reinforcing the bridge between home and the classroom.

**** References**

Aceves, Carlos; (school year 2017-2018), *Xinachtli Enrichment*: Effects on behavior, motivation, and academic work Bill Childress Elementary School (Canutillo, TX, SD)

Godina, H. (1996). Mesocentrism: Teaching indigenous Mexican culture in the classroom. (ERIC Document Reproduction Service No. ED 396 533).

Godina, H. (2003). Mesocentrism and students of Mexican background: A community intervention for culturally relevant instruction. *Journal of Latinos in Education*, 2(3), 141-157.

Kathryn Lindholm-Leary, (2007). 90:10 vs. 50:50 Two-Way Bilingual Immersion Programs, Texas Dual Language Conference for Administrators, July 2007, http://lindholm-leary.com/present&handout/CurrentResTWI_TexasDL2007_4web.pdf

Luna, Nora; Evans, William P.; Davis, Bret, (2015). Indigenous Mexican culture, identity and academic aspirations: results from a community-based curriculum project for Latina/Latino students. *Race, Ethnicity and Education*, Volume 18, Number 3, 4 May 2015, pp. 341-362(22).

Nolan L. Cabrera, An Empirical Analysis of the Effects of Mexican American Studies Participation on Student Achievement within Tucson Unified School District Report Submitted June 20, 2012, to Willis D. Hawley, Ph.D., Special Master for the Tucson Unified School District Desegregation Case.

Total Points Available	Expectations
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16	<p>A complete response must</p> <ul style="list-style-type: none">• Identify the student <u>outcomes</u> the proposed school seeks to accomplish;• Described how it will achieve the identified student outcomes (inputs/program); and• Identify the proposed outcomes and how they will be achieved is innovative and unique.
<p>CSD EVALUATION: Meets the Criteria</p> <p>The mission statement of Raices del Saber Xinachtli Community School proposes to create a school where students will be academically proficient in both English and Spanish. This will be achieved through a culturally responsive, interdisciplinary curriculum, integration of personal and cultural identity as pedagogy, and through a community-led school model. This model is innovative and unique in that it aims to promote biliteracy through active learning strategies and a culturally responsive curriculum, and through the “xinachtli” instructional model as further described in the applicant’s response.</p>	

B. 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, the 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 the format set forth below, which is a SMART goal format (specific, measurable, attainable, rigorous, and time-bound); 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 the 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.

B.(1) Mission-Specific Indicators/goals

Identify and provide at least one mission-specific indicator/goal in the following section. Include the following key elements:

- First, ensure that the annual indicator/goal provided shows the implementation of the proposed school's mission.
- Second, for each indicator provided, use the SMART format (specific, measurable, attainable, rigorous, and time-bound—see glossary). Your indicator should include all of these key SMART elements, be clear, comprehensive, and cohesive.
- Third, include measures and metrics in your mission-specific indicator/goal. 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:	<p>Goal/Indicators Related to School's Mission</p> <p>Dual language immersion programs have been shown to be successful in students gaining the ability to speak, read, and write in more than one language. Biliteracy in the early years of school can be achieved through a rigorous and long-term process that not only enriches linguistic abilities but qualitatively enhances academic performance and mental function (Kathryn Lindholm-Leary, 2007). By implementing the 90:10 dual language immersion program at Raíces, students that are English Language Learners (EL) and Spanish Language Learners (SLL) will learn academic content with both Spanish and English instruction. Biliteracy is our goal by the end of third grade. We will assess the language proficiency of each student in both languages to continually monitor progress and attain this goal. Achieving this goal reflects the outcome of high academic performance as stated in the mission.</p> <p>Knowing the levels of Spanish and English language proficiency of all entering students is important to our mission of biliteracy. <u>IPT (Early Literacy for grades K-1) and IPT 1 (for grades 2-5)</u> screening at the beginning of the school year will determine if a student is Beginning, Early Intermediate, Intermediate, Early Advanced, and Advanced in Spanish language proficiency. WIDA ACCESS 2.0 screening will determine the level of English Proficiency at the beginning of each school year.</p> <p>Students entering Raíces at a grade level higher than kindergarten, especially in second or higher, will be provided the needed support in learning a new language through bilingual strategies such as sheltering interventions and after-school tutoring for ESL (English as a Second Language) students and SSL (Spanish as a Second Language) students. The New Mexico PED requirement of 45 minutes every day focused on English Language Development (ELD) for English Language Learners (ELLs) is also a foundational part of our efforts to give full support to those students entering the program model late.</p> <p>Goal and Indicators related to School's Mission</p> <p>Students will demonstrate growth in Spanish and English proficiency each year.</p>
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Students will demonstrate annual growth in Spanish of 5 points as measured by the IPT and IPT 1 and .5 annual growth in English for English Learners as measured by WIDA ACCESS 2.0. These growth measurement outcomes serve as the indicators that the goal is being accomplished.

Below is additional information about the assessments tools and performance metrics Raíces will use to monitor progress made toward accomplishment of this goal.

Spanish Language Proficiency

IDEA© Proficiency Test (IPT) -- is a research-based assessment of students' Spanish language proficiency in reading, writing, and speaking. All students at Raíces will be assessed twice annually using IPT (Early Literacy for grades K-1) and IPT 1 (for grades 2-5). Our goal is for all students to grow by 5 points from Fall to Spring administration on the Spanish Oral IPT for grades K-1 and Spanish Reading, Writing, and Speaking IPT 1 Assessment for grades 2-5.

English Language Proficiency

WIDA ACCESS 2.0 -- provides a research-based annual assessment of EL (English Learner) students proficiency in listening, reading, writing and speaking English. All English Learner (EL) students at Raíces will be assessed once a year at mid-year on their English Language Proficiency using WIDA ACCESS 2.0. Our goal is for all students to grow by .5 points annually in this assessment until they reach proficiency. WIDA-APT will be used just once when an EL student first enters the school at kindergarten level and WIDA Screener when a student enters the school at some other grade level (1-5). These are the initial screening tools and then the growth measures follow at mid-year using WIDA ACCESS 2.0.

Data collected through these assessments are then analyzed in order to plan effective instruction for guided reading and to monitor progress over time. (for Spanish learners and English learners).

Metrics

- Raíces will exceed this annual goal of progress toward fulfilling its mission if 81-100% of all students grow 1 Tier (5 points) or more in Spanish language speaking proficiency as measured by the IPT (Early Literacy for grades K-1) or by IPT 1 (IDEA Proficiency Test for grades 2-5) and 81-100% of all EL students grow at least one or more (.5 growth) levels in English language proficiency as measured by the WIDA ACCESS 2.0.
- Raíces will meet this annual goal of progress toward fulfilling its mission if 71-80% of all students grow 1 Tier (5 points) or more in Spanish language speaking proficiency as measured by the IPT (Early Literacy for grades K-1) or by IPT 1 (IDEA Proficiency Test for grades 2-5) and 71-80% of all EL students grow at least one or more (.5 growth) proficiency levels in English language proficiency as measured by the WIDA ACCESS 2.0.

	<ul style="list-style-type: none"> • <u>Raíces will not meet this annual goal of progress toward fulfilling its mission if no more than 61-70% of all students grow 1 Tier(5 points) or more in Spanish language speaking proficiency as measured by the IPT (Early Literacy for grades K-1) or by IPT 1 (IDEA Proficiency Test for grades 2-5) and no more than 61-70% of all EL students grow at least one or more (.5 growth) proficiency levels in English language proficiency as measured by the WIDA ACCESS 2.0.</u> • <u>Raíces will fall far below this annual goal toward fulfilling its mission if only 60% or less of all students grow 1 Tier (5 points) or more in Spanish language speaking proficiency as measured by the IPT (Early Literacy for grades K-1) or by IPT 1 (IDEA Proficiency Test for grades 2-5) and only 60% or less of all EL students grow one or more (.5 growth) proficiency levels in English language proficiency as measured by the WIDA ACCESS 2.0.</u> <p>Our long-term goal is that students be able to proficiently apply English and Spanish literacy skills to achieve high academic performance in all subjects by the end of 5th grade. Our curriculum reflects bilingualism at all grade levels.</p>
	<i>Other Mission-Specific Goals/indicators, if appropriate</i> NA

Total Points Available	Expectations
12	<p>A complete response must</p> <ul style="list-style-type: none"> • Include one mission-specific indicator/goal; • Align to the student outcomes identified in the mission response (A.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 • Explain why the established goals are attainable.
CSD EVALUATION: Approaches the Criteria The applicant's narrative provides a mission-specific goal written in the SMART format. The goal is to attain "annual growth in Spanish by 5 points as measured by the IPT and IPT 1 and .5 annual growth in English for English Learners as measured by WIDA ACCESS 2.0." Rating categories that include measures and metrics were included. However, it is not clear how the specified goal is rigorous and attainable.	

C. Curriculum, Educational Program, Student Performance Standards.

C. (1) Provide a description of 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:**Curriculum, Educational Program and Student Performance Standards**

Fully engaging students in the learning process increases their attention and focus, motivates them to practice higher-level critical thinking skills and promotes meaningful learning experiences. The curriculum in each content area uses an approach that is student centered and culturally responsive. This constructivist pedagogy engages all students in a way that enhances their cognitive abilities and allows them to grow in self-confidence as they participate in knowledge construction. The opportunity for a child to learn in two languages promotes brain development (Morales, Calvo, Bialystok, 2013), enriches academic ability in all subjects, and empowers students by becoming biliterate in a world that increasingly demands multilingual citizens. These are the opportunities we will bring to the children enrolled in Raíces del Saber Xinachtli Community School.

Xinachtli - A Key Component of Curriculum as an Innovative Approach to Pedagogy

Integration of the Xinachtli process begins each day 10 minutes before class time with students, teachers, and administrators gathering in a circle for a school-wide student led Mesoamerican-style salute (blowing a sea conch and hitting a drum) to the cardinal directions and Earth and sky as sources of energy to sustain life. Our goal is to create an atmosphere of centering and community. This is a time for announcements, acknowledging birthdays, accomplishments, and an opportunity for anyone to raise a personal, classroom, or school-wide concern. Parents are encouraged to attend and participate.

Teachers and students move to their classrooms to begin community dialogue circles or Tlahtocan, a Nahuatl word meaning "place of the spoken word." The Tlahtocan is characterized by students sitting in a circle and use of a "talking stick" to facilitate dialogue. Four behavioral goals are pivotal to the creation of a successful Tlahtocan: that students will (1) value listening by remaining silent while others speak and genuinely paying attention to what others say, (2) cooperate appropriately with each other to initiate and complete projects, (3) become comfortable with the use and construction of metaphors and symbols, and (4) orally express themselves in ways that demonstrate a critical understanding and communicate effectively with others.

Each Tlahtocan is forty-five minutes of interdisciplinary participatory instruction through which Mesoamerican concepts and language will be used to contextualize content in language arts, mathematics, science, and social studies. Simultaneously, the students learn these concepts and learn some Nahuatl words and phrases thus enriching their academic learning. The following is a listing and

explanation of the daily flow of five daily Xinachtli activities:

- I. Izcalomati: Thoughts of renewal and silent reflection (daily practice). Through hand gestures and use of the three animal-symbols (eagle, hummingbird, butterfly) in the Aztec Calendar the students participate in a short (less than a minute) self-esteem building exercise in which they remind themselves they are wisdom, strength, and beauty. The exercise is followed by a short period of meditation (1 or 2 minutes) by sitting in silence and eyes closed as practice of resting their minds. Goal: By second grade students will be able meditate for at least 10 minutes.

- II. Pohualtecatoytl: Using numbers as metaphors for nature (daily practice). After meditation, students participate in a salutary greeting using hand motions while reciting numbers (0-13, and 20) as metaphors and mnemonic devices for natural phenomenon (One is the sun, Two is the Earth, etc.). Students participate through inquiry and dialogue to expand the use of this metaphor-based sequence as a way of learning more about nature and its cycles. In the beginning sessions dialogue focuses on the students analyzing, discussing, and agreeing on the reason for a certain number being used as a particular metaphor (One is the sun because we have only one sun). Goal: By second grade students will be able to construct this salutation into an expanded body of knowledge to record facts of each phenomenon and discuss how each part relates to the whole.

- III. Nepohualtzintzin: Mesoamerican base-20 mathematics (integrated into daily instruction). Learning this system begins with students using their fingers to express quantities. Embedded in the practice are the introductory mathematical quantitative concepts of counting, grouping, and place value. Uniquely exciting is that Mesoamerican mathematics includes the qualitative concept of how zero becomes one. Through this system students can count up to 100 in sequence with ten fingers and use their hands for as a calculator for addition and subtraction. Along with the use of their fingers, students learn the system of using spirals, dots, and bars to express quantities and perform computations. Embedded in this process are also the concepts and practice of multiplication and division concepts. Finally, students will learn the Mesoamerican abacus, also called Nepohualtzintzin. Goal(s): In kindergarten students will be able to use their fingers to express quantities and count up to 100 by ones, fives, and tens. In first grade students will be able to express quantities, count, add and subtract up to one thousand using the system of spirals, dots, and bars. By second grade students will be able to use the Nepohualtzintzin to express quantities up to hundreds of thousands.

- IV. Teomoxtl: Stories of origin and formation; oral storytelling of myths and legends (three days of the week). The students listen to the teacher conduct an oral telling of a Mesoamerican or indigenous myth and legend (one per week). Because these stories relate the metaphoric formation of natural formations and human encounters with nature, they are a natural adjunct to the metaphoric salutary greeting. Through dialogue and inquiry, they will analyze the story and discover its thematic relation to the metaphor-based sequence; the moral(s) of the story, the use of fiction, fantasy, and fact; and other critical elements of the story (plot, sequence). Finally, they engage in a personal reflection expressing about how they see themselves or someone they know as related to the story. Goal: By second grade students will readily identify and analyze sequence, plot, character roles, personification, symbols, and metaphors in a story. They will be able to apply these skills in writing fictional stories.

- V. Tloke Nauoke: Mesoamerican geometry (once a week). The students participate in applying the qualitative concept of zero becoming one to construct the geometric symbol called Tloke

Nauoke, a Nahuatl word that literally means form in motion. They learn the characteristics of a circle, square, and how to combine the two to create a proportional relationship. This proportional relationship allows for exploring different kinds of computations, measurements, the forming of other geometric shapes, using the figure as a classification chart, tracking natural cycles of the sun, Earth, moon, Venus, and human development. Goal: By second grade students will be able to use Tloke Nauoke to construct visual displays illustrating a variety of applications (i.e. using proportionality to calculate the circumference of a circle by measuring the perimeter of a square).

The community talking circle is also a forum for art, theatre, learning indigenous songs, developing a Nahuatl vocabulary, reading the Aztec Calendar, introducing projects across the curriculum. and making connections to the general curriculum content. Appendix M and Appendix P provide a more detailed description of Xinachtli across grade levels and the Xinachtli enrichment curriculum by month.

The Xinachtli curriculum will intertwine with the Common Core State Standards (CCSS) for English Language Arts (ELA), CCSS for Math K-2, NM Science Standards, and NM Social Studies and NM content standards with an indigenous-based, multi-language pedagogy. Along with English and Spanish, Nahuatl (Aztec), a Mexican American heritage language will be an enrichment language experience including words, phrases, concepts, and songs of Nahuatl origin that have common usage in Spanish.

Mathematics

Mathematics is more than memorizing procedures and skill development. Mathematics learning is an interactive and social process where students make sense of mathematical ideas, apply those ideas to the world, and actively participate in knowledge construction. Eighty minutes of instructional time is devoted to mathematics daily. This time includes mathematics learning through whole class exploration/knowledge development and learning centers. This focused mathematics instruction targets concepts children are developing within their zone of proximal development (ZPD) and the range of tasks that a child can complete with support but cannot yet perform independently (Walqui, A. & van Lier, 2010; Vygotsky, 1978). Students will participate in developmentally appropriate activities that support and challenge them to move to their next level of comprehension. Whole group exploration is a vital component of lesson presentations because it provides learning experiences that allow entry to a wide-range of learning abilities. The purpose of learning centers and guided instruction is to provide the scaffolded support within a social context for children to develop skills and higher-level academic reasoning abilities that they will eventually use independently, including the integration of science, art, and Mesoamerican mathematics.

Investigations in Numbers, Data, and Space is chosen as the core math curriculum resource to implement the Common Core State Standards for Mathematics (CCSS-M). *Investigations* was selected because it provides mathematics explorations in Spanish and English that build lasting conceptual understanding (Anderson, 2004) of CCSS-M concepts and mathematical practices that build reasoning and problem-solving skills. The *Investigations* resources also promote computational fluency by building on children's intuitive and concrete-based strategies through which they discover number relationships before developing written forms of arithmetic knowledge. Students make sense of rich, context-based problems through exploration and discourse in a mathematics learning community of their peers that is carefully facilitated by the teacher. The goal is to build upon students' innate problem-solving capabilities to construct knowledge.

Investigations places emphasis on exploring and understanding concepts, prior to focusing on procedural fluency. This helps students understand mathematical skills within the context in which the skills are used (Morgan, Farkas & Irvine S, 2015). The CCSS-M Standards for Mathematical Practice (NGAC & CCSSO, 2010), based largely on the synthesis in Adding It Up (National Research Council, 2001) and NCTM's Principles and Standards for School Mathematics (NCTM, 2000), point to students learning in environments where they develop mathematical reasoning along with conceptual and procedural knowledge for mathematics proficiency. The lessons align with experiential learning and presentation of ideas that build on the social interactions of the math learning community. They also promote respect and comprehension for the diverse ways of thinking from the Xinachtli curriculum.

The school math curriculum is designed to build upon the prior knowledge students bring to the classroom. We view student prior knowledge, conceptions, and experiences as important resources for teaching and learning. The school's math curriculum aligns with this concept as it is outlined in the current research by the National Council of Teachers of Mathematics Principles to Action (2014) on how children learn mathematics.

The Mathematics Block as Organized in Four Sections

1. Number Talks: Number Talks are cognitively stimulating conversations exercised daily that are designed to develop numerical reasoning and fluency with basic computation. Number Talks are structured as whole group conversations that allow students to explore mathematical relationships as a community of learners and at the same time value each student's individual ways of thinking. Through number talks children develop awareness and understanding of quantities, number relationships and sequences, the relationships and patterns of arithmetic operations on numbers, and mental mathematics and estimations appropriate for each grade level. Number talks will periodically include dialogue on the children's understanding of Mesoamerican math computation.

2. Whole Group Mathematics Lessons: Each daily math block includes a lesson that targets children's development of concepts outlined in grade level mathematics standards (CCSS-M). The lessons will support students in constructing knowledge by exploring, discussing, and applying math concepts, emphasizing mathematical reasoning, and computational fluency. These ideas will incorporate the eight Standards for Mathematical Practice that require students to 1) Make sense of problems and persevere in solving them; 2) Reason abstractly and quantitatively; 3) Construct viable arguments and critique the reasoning of others; 4) Model with mathematics; 5) Use appropriate tools strategically; 6) Attend to precision; 7) Look for and make use of structure; and 8) Look for and express regularity in repeated reasoning.

3. Learning Stations (Centers): Five learning centers will be structured to complement and reinforce weekly objectives and grade-level learning goals. Students will complete work in two centers each day and will finish the assignments in all centers by the end of the week.

- Two of the centers, Math Exploration and Math Fluency Development, will be directly related to the mathematics learning target of the whole group mathematics lessons and/or year-long

learning goals. Children will participate in at least one of the these centers each day.

- Three math extension centers (Art Integration, Science Integration, and Mesoamerican Math) will also connect to the grade level math learning goals. (For example, in art, students may use geometric shapes to construct a piece of art and explore the attributes of the shapes. In science, students will conduct simple experiments and collect data. In Mesoamerican Math, children use a Mayan abacus to explore number relationships.) Students will rotate through each of the extension centers throughout the week.

In summary, students will attend a math focus center and a math extension center each day, ultimately rotating through all the centers at least once by the end of each week.

4. Whole Class Dialogue + Lesson Summary: Dialogue is a disciplined form of discussion in which everyone has a chance to share and listen to others. This time is a process of reflection and redirection. During this reflection time, children and the teachers will use norms and routines to engage in the following:

- Acknowledge positive community behaviors and correct misdirected activity.
- Use the Standards for Mathematical Practice to reflect on how students are making sense of the math and how they are supporting one another's learning.
- Reflect and self-assess the math learning – students share what makes sense and what is confusing for them and discuss what we need to work on.

Sample Math Block for Grades K-2

Daily Routines for Mathematical Framework		
Time	Activity	Curriculum/Resource
10 minutes	Number Talk	Number Talks: Mental Math and Computational Strategies Investigations
20 minutes	Whole Group Mathematics Lesson for targeted standards development	<i>Investigations</i>
40 minutes	Learning Stations (Centers) related to focus standards 1. Math Exploration 2. Math Fluency Development 3. Art Integration 4. Science Integration 5. Mesoamerican Math Extension	<ul style="list-style-type: none"> · Investigations · Developing Number Knowledge for Children · NGSS Resources · Xinachtli curriculum materials

10 minutes

Community Circle Dialogue + Lesson Summary

*Investigations***Literacy**

The school will use a Balanced Literacy approach that ensures full alignment with CCSS for ELA. The CCSS provide the framework for a balanced literacy approach to teaching reading, writing, and speaking. Balanced literacy is a curriculum framework for reading instruction that also leads to the writing and speaking skills. It involves teaching by reading to students, having students read independently, and reading with student's high-quality literature and informational text to instill a love of reading along with instruction in phonics, grammar, and effective writing.

Five Main Components of the Balanced Literacy Framework

1. Reader's Workshop(RW) (60 minutes): RW is a research-based approach that addresses the needs of all students in a classroom. RW includes mini-lessons, independent reading, and guided reading components:

- RW begins with a focus mini lesson - where teachers instruct and explicitly model a strategy/skill (retelling, sensory images, asking questions, monitoring for meaning, determining importance, inferring, summarizing, synthesizing). This is accomplished in a whole-group setting. After the focus mini lesson, the students read independently to practice the strategy or skill. At the end of RW the learning is summarized, and students are given opportunities to share the strategies that they used that day.
- Independent Reading - is the practice of reading by students with "just-right" texts. To progress as readers, readers must have ample time to read a lot and they must have texts they can read independently. Independent reading provides students the opportunity to apply reading strategies and skills in a text of personal interest. The books students read independently come from the classroom library. The self-selection process of independent reading places the responsibility for choosing books in the hands of our students. Students will be taught how to choose books based on interest and to monitor whether these are "just right books". During Independent Reading, the teacher engages in student conferences on an individual or group basis. Teachers can also engage in guided reading.
- Guided Reading - is the heart of a Balanced Literacy framework. It is also an essential part of a successful reading workshop. "Guided reading is a context in which a teacher supports each reader's development of effective strategies for processing novel texts at increasingly challenging levels of difficulty. The teacher works with a small group of children who use similar reading processes and are able to read similar levels of text with support" (Fountas, I. C. & Pinnell, G.S., 1996). The purpose of guided reading is for students to:
 - Develop and be able to use strategic reading strategies when they encounter difficulties while reading independently, and
 - Allow the teacher to be involved in ongoing observation and assessment of her students so that she can then select appropriate texts and teach skills that are necessary and appropriate for a student's specific reading stage and individual needs.

2. Interactive Read-aloud (with accountable talk) (10 minutes): Reading aloud is the best way we can immerse children in the love of reading, showing both how and why one reads. Interactive read aloud

provides students with opportunities to talk and respond to texts while giving them additional opportunities to practice learned skills and strategies. During interactive read aloud, teachers demonstrate and model through “think alouds” the practices, strategies and habits of good readers. “Reading aloud models what language sounds like and how one reads, and it helps children to foster their appreciation and comprehension of text and literary language” (Snow, 1998).

3. Shared Reading (Focus Poetry, Big Book) /Close Reading (20 minutes): Shared Reading supports a balanced literacy approach. It is an instructional practice of reading with students. It is an interactive experience. During shared reading teachers provide explicit comprehension instruction. Teachers can use big books or enlarged or projected text to support developmentally appropriate skills, such as concepts of print, as well as reinforce specific reading skills and strategies. Teachers model close reading, text-dependent questioning, and strategies for asking and answering questions.

Close reading is a key requirement of the CCSS. Close reading is thoughtful, critical analysis of a text that focuses on significant details or patterns in order to develop a deep, precise understanding of the text’s form, craft, meaning etc. Close reading involves the reader interacting with a complex text. The reader makes careful observations and interpretations. The reader deliberately rereads and with a pencil. There is discussion amongst readers during close reading and responses are made to text dependent questions.

4. Writer’s Workshop (60 minutes): The Writers’ Workshop has a similar format to Readers Workshop. It also begins with a focus mini lesson where teachers instruct and explicitly model a strategy/skill. This is also accomplished in a whole-group setting. After the focus mini lesson, the students write independently to practice the strategy or skill taught. At the end of WW the learning is summarized and students are given opportunities to share their writing piece.

5. Word Study (15 minutes): Resource Words Their Way: Word Study in Action Developmental Model (Pearson, 2012) covers the five developmental stages of word study: Emergent-Early Letter Name, Letter Name, Within Word Patterns, Syllables and Affixes, and Derivational Relations. Student Books are available for each developmental stage. Word Their Way is in a ready-to-use format for our classrooms. It is a hands-on approach that will teach our students to look closely at words in order to discover spelling patterns, syllable structures, and spelling-meaning connections of English orthography.

Sample Literacy Block for Grades K-2

Daily Routines for Literacy Framework		
Time	Activity	Curriculum/Resources
60 Minutes	Reader’s Workshop <ul style="list-style-type: none"> • Mini-lesson • Independent Reading (Conferring) 	Units of Study for Teaching Reading, Grade K-5th, A Workshop Curriculum - Heinemann.

	<ul style="list-style-type: none"> ● Guided Reading with Teacher ● Literacy Station(s) ● Share/Summarize mini-lesson 	Guided reading books will be provided in Spanish and English.
10 Minutes	Interactive Read Aloud <ul style="list-style-type: none"> ● Open-Ended Question ● Writing about reading ● Accountable Talk 	Classroom Read Aloud Libraries (Spanish and English)
20 Minutes	Shared Reading (Focus Poetry, Big Book) /Close Reading <ul style="list-style-type: none"> ● Focus Poem (K-2nd) ● Big Book (K-2nd) ● Close Reading (3rd-5th Grade) 	Big Books (Spanish and English) Poems (Spanish and English) Teacher selected passages (Spanish and English)
60 Minutes	Writer's Workshop <ul style="list-style-type: none"> ● Mini-lesson ● Independent Writing <ul style="list-style-type: none"> - Conferring - Strategic Groups ● Share/Summarize 	Lucy Calkins: Units of Study in Opinion, Information, and Narrative Writing, Grade K-5 th A Workshop Curriculum- Heinemann
20 Minutes	Word Study <ul style="list-style-type: none"> ● Qualitative Spelling Inventory (QSI) <ul style="list-style-type: none"> - Strategic small grouping 	Pearson Words Their Way: Word Study in Action Development Model

Science

Our science block will consist of thirty minutes of daily instruction from units and corresponding lesson plans that will be created based on the New Mexico Stem Ready Science Standards. The approach will be inquiry-based curriculum and instructional methods that engage students in participatory activities (field research, designing and conducting experiments, scientific dialogues, interview of local scientists). Science language instruction will be included in the required 60 minutes of English each day. Science inquiry is the process of examining a question related to the natural or designed world. Teaching science as an inquiry process allows students to examine their world in a way that is similar to the way scientists examine the world. In a focused form, classroom science inquiry seeks to determine impact or effect; for example, what temperature is ideal for a tomato seed to sprout – an approach requiring a controlled experiment. Inquiry is also used to examine complex phenomena that are not controlled. For example, we might begin by asking, “What is a river?” After dialogue, the teacher might ask, “What do you know about rivers?” This type of exploratory discussion leads from assessing prior knowledge to creating shared knowledge. These questions can lead to more focused inquiry such as, “What can rivers be used for?” or “Do rivers need to be protected?” This process can also be the basis for a project or designing an experiment.

Inquiry is part of decision making for everyday life, for example: what is the best way to travel from home to visit family in another state, or what kind of orange juice is best for children to drink. Using the tools of science inquiry improves critical thinking skills. Research shows clear and positive results for student learning when inquiry-based instructional practices emphasize active thinking and students draw conclusions from data. Teaching strategies that actively engage students in the learning process of

scientific investigation are more likely to increase conceptual understanding than a more passive curriculum (Minner, Levy, & Century, 2010).

Science units will be designed to begin with a focus question that begins inquiry into concepts listed in NM content standards and benchmarks. For example, one of the first-grade standards states that students will “Understand the structure of Earth, the solar system, and the universe, the interconnections among them, and the process and interactions of Earth’s systems.” The first-grade benchmarks related to this standard include:

Benchmark I.2: Describe the basic patterns of objects as they move through the sky:

- o Sun appears in the day
- o Moon appears at night but can sometimes be seen during the day
- o Sun and moon appear to move across the sky
- o Moon appears to change shape over the course of a month

A focus question to begin to explore this first-grade benchmark may be, “Does the moon stay the same shape?” Through the initial focus question and discussion, students develop their own questions that they are eager to answer about the moon and its relation to the sun and Earth. Students then use multiple approaches and resources to conduct research as part of scientific inquiry. The process of inquiry that will be used for science units is:

1. Teacher poses focus question for discussion and question generating,
2. Students develop questions they are eager to answer,
3. Students research the topic during the class time,
4. Students present what they have learned, and
5. Students reflect on what worked about the learning process and what didn’t. (Thinking about how they learned, not just what they learned.)

The science curriculum will include cultivating a community garden as part of the life-science curriculum. The garden development will involve parents and the NMSU Agriculture Dept. to design and maintain the garden as part of the student’s science learning and community outreach.

This pedagogy supports our use of the eight key components to learning a second language as outlined by Dual Language NM (2015). The school will draw from a variety of multimedia resources to include: NMSU Scientifically Connected Communities Science Kits; Newsela (<https://newsela.com/>); and NMSU Agriculture Extension Office expertise. Teachers at Raíces will receive training in the inquiry-based instruction model through the NMSU Institute for Excellence in Math and Science Education, a service already provided by this agency to local school districts.

Social Studies

Thirty minutes of daily instructional time will be dedicated to learning related to NM Social Studies Standards through inquiry-based curriculum and instructional methods. The language of instruction will alternate each week between English and Spanish in Kindergarten and 1st grade. Beginning in 2nd grade, English language will increase to three days per week (see Curriculum Alignment Plan). Learning units with corresponding lesson plans will be developed based on focus questions related to New Mexico Standards and Benchmarks. For Example, one of the first-grade social studies standards states, that students will “Identify and describe similar historical characteristics of the United States and its

neighboring countries.” The benchmarks include the following K-4th grade benchmark:

Benchmark 1.1: Identify and compare celebrations and events from the United States, Mexico, and Canada.

Focus questions around this standard may include: How do different cultures celebrate different holidays? How do people celebrate Day of the Dead? What is day of the dead?

Like in science, each social studies unit would include the following process of inquiry:

1. Teacher poses focus question for discussion and question generating,
2. Students develop questions they are eager to answer,
3. Students research the topic during the class time,
4. Students present what they have learned, and
5. Students reflect on what worked about the learning process and what didn't. (Thinking about how they learned, not just what they learned.)

This inquiry-based approach supports the school philosophy that emphasizes active learning, valuing student voices and questions, small group discussion, and construction and presentation of student projects. This pedagogy supports our use of the eight key components to learning a second language as outlined by Dual Language NM (2015). The school will draw from a variety of multimedia resources to include: Teaching a People's History by the Zinn Education Project (<https://zinnedproject.org/>); Teaching Tolerance from Southern Poverty Law Center (<https://www.tolerance.org/>); Newsela (<https://newsela.com/>); Youtube video on NM history; local oral and written resources.

Both science and social studies will include writing in the form of information text: writing facts, writing about differences between facts and opinions, and “how-to directions” in connection to ELA standards. The ELA reading room will also include science and social studies related non-fiction text to support the inquiry process.

Art

Art is integrated into mathematics, Tlahtocan, and ELA blocks. Art activities will be aligned to the NM Core Art Standards of Creating, Performing/Presenting/Producing, Responding, and Connecting. Students will develop these standards through drawing, painting, graphic arts, theatre, music, and landscaping. Teachers will design the lessons and direct the use of art materials (crayons, paints, clay, chalk, paper, poster board, etc.).

Recess (unstructured play)

Raíces will provide a safe, open space where teachers will supervise 20 minutes for recess. Unstructured play is important in developing imagination, motor skills, and physical, cognitive, and emotional strength. Play is also important for healthy brain development (Ginsberg 2007).

Physical Education

Physical Education will consist of alternating days of practicing Aztec danza and Chi-gong for 20 minutes each day. Danza, a Mesoamerican set of dances will be part of integrating Xinachtli in our school culture. Chi-gong, a Chinese martial arts practice consisting of slow body motions in place (similar to Tai-chi), will augment our school-wide meditation practice. Both ancient body motion art forms help the student

develop: proficiency in body movement forms, motor skills, and a physically active lifestyle. These three accomplishments contribute to good health practices and are in alignment with the New Mexico Physical Education Standards. Curriculum resources will include local Aztec Dance groups, volunteers from local martial arts schools, and Carlos Aceves (martial artist).

English Language Development

Students will receive 45 minutes of daily instruction to develop English proficiency. We will use WIDA English Language Development Standards and Instruction guidelines to develop age-appropriate learning experiences and lessons to ensure students' progress in English. Lesson planning will use the content presented in other areas (math, reading, writing, Xinachtli) as a context for English development instruction. Our process includes: 1) vocabulary and language development in which teachers introduce new concepts by discussing vocabulary words key to that concept; 2) guided interaction where lessons are structured so students work together to understand what they read—by listening, speaking, reading, and writing collaboratively; 3) metacognition which is a critical skill for learning a second language and a skill used by highly proficient readers of any language; 4) meaning-based context and universal themes, taking something meaningful from the students' everyday lives and using it as a springboard for English development; and 5) modeling, graphic organizers, and visuals which make language and content more accessible to students. The GLAD instruction model will be used to promote English language acquisition along with academic achievement, as well as, cross-cultural skills. These strategies are tied to the Common Core State Standards and can be woven throughout the entire curriculum to provide access to core curriculum by providing clear, practical strategies that promote positive and effective interactions among students and between teachers and students

The Curriculum Alignment Plan (Appendix J) is structured on the 90:10 dual language model and includes: Xinachtli (Interdisciplinary Enrichment), Math, Math Discussions, Guided and Shared Reading, Self-selected Reading Materials, Phonics/Working with Words, Read Aloud, Writing, Social Studies, Science, Specials, and ESL/SSL English Language Development framework.

Along with individual teacher curriculum development, Raíces will use the following community resources or prepackaged curriculum:

Content Area	Guiding Standards	Curriculum or Community Resource
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Language Arts	<p>§ Common Core State Standards for English Language Arts</p> <p>§ WiDA Spanish and English Language Development Standards</p>	<ul style="list-style-type: none"> • Balanced Literacy Framework <ul style="list-style-type: none"> ➤ Classroom Book Library ➤ Leveled Readers for Guided Reading ➤ Read Aloud Books ➤ Writers Workshop ➤ Units of Study Resource (L. Calkins) • Brain Pop - Language Arts • I Station for supplemental and targeted reading/writing 	
Mathematics	<p>§ Common Core State Standards for Mathematics</p>	<ul style="list-style-type: none"> • Investigations in Number, Data, and Space • Number Talks (Mental Math and Computation Strategies) • Illustrative Mathematics (http://www.illustrativemathematics.org) • Developing Number Knowledge Assessment and Instructional Resources, MC2 Fluency Development Kits 	
Science	<p>§ NM STEM Ready Science Standards</p> <p>§ Common Core Standards for literacy in science, social studies, and the technical subjects</p>	<p>NMSU - SC2 Science Kits</p> <p>La Semilla Garden</p> <p>Ag Extension curricula and workshops</p> <p>MyBrain POP</p> <p>Socially relevant, grade level appropriate books/articles and picture books such as The Garden in Mind (ebook), If you plant a seed, From Soil to Garden, From Seed to Plant.</p>	

Social Studies	<p>§ New Mexico Standards and Benchmarks</p> <p>§ Common Core Standards for literacy in science, social studies, and the technical subjects</p>	<p>Piro-Manso-Tiwa (PMT) Tribe</p> <p>Tortugas Pueblo</p> <p>City of Las Cruces Museum System (LCMS)</p> <p>El Paso Museum of Archeology</p> <p>Socially relevant, grade level appropriate books/articles and picture books</p> <p>MyBrain POP</p>	
Physical Education	§ NM Physical Education Content Standards and Benchmarks	<ul style="list-style-type: none"> • Chi-gong, Danza (Aztec Dance): Internet (YouTube) 	
Art	§ NM Visual and Performing Arts Standards	<ul style="list-style-type: none"> • Integrated into math, language arts centers, and Xinachtli time 	
Xinachtli	§ Interdisciplinary from above lists	<ul style="list-style-type: none"> • Nahuatl Mathematical Model of Aztec Dance (Everardo Lara) • Nahuatl-English dictionary (Fermin Herrera) • Material de capacitación sobre matemática maya y estándares educativos. United States agency for international development- Guatemala March 2007 • Mesoamerican myths for early childhood education integrating storytelling and Nahuatl enrichment (Raíces del Saber Xinachtli Community School 2017 training materials). • Nepohualtzintzin, un modelo matemático de cualidad. Everardo Lara Gonzalez, Natalia Sgreccia. 2010. Revista latinoamericana de etnomatemática. • Nueve estaciones, un manual de sabiduría antigua e indígena. Carlos Aceves, 2012. Indigenous Culture Institute. San Marcos, TX. • Seeds of Knowing: Using myth & metaphor in classroom. A Xinachtli pedagogy curriculum guide by Raíces del Saber Community School. 2017 	

English Language Development	TESOL Pre-K-12 English Language Proficiency Standards New Mexico English Language Development Standards (WIDA)	<ul style="list-style-type: none">● Guided Language Acquisition Design (GLAD) Instructional Model● Oxford Picture Dictionaries
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Timeline for Curriculum Development

Date	Description
January 2019:	<p>The curriculum will be fully developed prior to the school opening in fall 2019. The timeline below will ensure the curriculum for all content areas is designed in alignment to Common Core and New Mexico Standards and is understood by all school staff.</p> <p>Complete Xinachtli scope and sequence and curriculum for the first semester (Appendix M).</p> <ul style="list-style-type: none">● Responsible Staff: Curriculum and Instruction Team which includes Carlos Aceves (Culture and Instruction Coach), Lucia Carmona, Laura Flores, Amanda Walden, Wanda Tamez, and Nicholas Natividad.
February 2019:	<p>Develop Framework for instruction for all content areas using state standards and WIDA Spanish Language Development Standards as guides. (LCPS Math and ELA Scope and Sequence will be used as a starting point). Merge readers and writers workshop into the English Language Arts (ELA) curriculum and identify books to purchase for the book room.</p> <ul style="list-style-type: none">● Responsible Staff: Curriculum and Instruction Team
March - May 2019:	<p>Curriculum and Instruction Team will meet one Saturday a month to finalize the scope and sequence of all instruction units in the curriculum plan (Dual Language/ELA, Math, and Inquiry-based science and social studies units).</p> <ul style="list-style-type: none">● Responsible Staff: School Principal and the Curriculum and Instruction Team.● Purchase materials (books for Book Room, math resource and materials). Reading materials for the ELA book room and Investigations mathematics resources will be purchased.
Summer 2019:	Professional Development for teachers in curriculum plan (Dual

	<p>Language/ELA, Math, and Inquiry-based science/social studies); Teachers lesson plan development for implementation of instructional units.</p> <ul style="list-style-type: none"> Responsible Staff: School Principal, Curriculum and Instruction Team, Teachers identified to be hired for school year 2019-2020)
August 2019:	Begin implementation. Teachers meet weekly to refine/modify curriculum based on students' learning needs.

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Total Points Available	Expectations
12	<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 (CCSS) and New Mexico Content Standards; • Identify information that demonstrates how the curriculum will align with the proposed school's mission; and • Include a reasonable (as based on the professional judgment of experienced educators) timeline and plan for the development of the entire proposed curriculum—including scope and sequence, unit plans, daily lesson plans, project plans and rubrics, and unit and course assessments. <ul style="list-style-type: none"> ○ The timeline must identify the following: <ul style="list-style-type: none"> ▪ responsible staff ▪ action steps ▪ deadlines ○ The timeline must include specific action steps that will ensure alignment with the 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.

- If the applicant is proposing to adopt a fully developed or standardized curriculum, the timeline must include specific action steps to adapt the curriculum to the needs of the local community and the State of New Mexico.

CSD EVALUATION: Approaches the Criteria

The applicant provides a comprehensive explanation of the curriculum for the following content areas: Math, Literacy, Science, Social Studies, Art, PE, and English and demonstrates alignment to CCSS and NMCS. In particular, extensive information is provided to describe the Xinachtli approach. Additionally, throughout the narrative, curriculum references are made to various studies on the proposed educational model. Furthermore the curriculum concludes with a list of 16 references that all relate to research-based educational approaches.

However, while the applicant's response provides comprehensive information on the curricular resources that make up the school's curriculum, it does not fully detail the action steps for developing and organizing the curriculum. For example for February 2019 it states: "Develop Framework for instruction for all content areas using state standards and WIDA Spanish Language Development Standards as guides. (LCPS Math and ELA Scope and Sequence will be used as a starting point). Merge readers and writers workshop into the English Language Arts (ELA) curriculum and identify books to purchase for the book room." No additional information is provided to show how that "Framework" would be developed to ensure the curriculum aligns with with the CCSS, NM Content Standards, and the proposed school's mission. In another example, the timeline in the narrative indicates that the Curriculum and Instruction Team will meet on a monthly basis between March through May, 2019 in order to finalize the scope and sequence for all instruction units. It is not clear how the team will complete the development of the scope and sequence for all units included in the school's curriculum plan, which include Dual Language/ELA, Math, and Inquiry-based science and social studies.

D. Graduation Requirements.

D. (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 requirements, ensure 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: **NA**

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; and

	<ul style="list-style-type: none">• If there are variances from state minimum requirements explain the following:<ul style="list-style-type: none">○ why the proposed school believes the change is important○ how the change supports the mission○ how the change ensures student readiness for college, career, or other post-secondary opportunities.
CSD EVALUATION: Not Applicable	

E. Instruction.

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

APPLICANT RESPONSE:**Educational Philosophy and Instructional Methods in Relationship to Mission and Curriculum**

Seeking to create a viable learning community, Raíces has adopted the following guiding principles that reflect key aspects of our educational philosophy that in turn reflect the outcomes laid out in our mission statement of creating a learning community that promotes high academic performance, positive identity formation, and the reclaiming of their cultural heritage. These guidelines are expressed in the form of an acronym that is based on a special meaning for the each of the letters in our name RAICES

Respect - accepting things as they are not as we want them to be. If we want to guide children towards certain goals, we must first accept them as they are, their "chaos", and create conditions for them to grow into their own "order".

Awareness - consciously making a decision to observe what is and appreciate others and their situation as they come, including ourselves.

Initiative - the individual drives, no matter how chaotic or contradictory they might seem, are essential components of the learning environment: the initiative of children, parents, teachers, and administrators.

Community - seeing our school as part of a whole where each person is interconnected, working together towards common goals.

Encouragement - focusing on the positive at all levels, even in mistakes or faults, building on what is good and creating a way of interacting that makes everyone, especially the children, feel wanted, needed, and useful. Demeaning or punishing language has no place in helping anyone, especially children, move forward.

Serenity - a quiet, sincere, positive acceptance of each other, of students, parents, teachers and the positive belief that challenges are best met in a calm and informed manner.

These principles are the foundation for the educational philosophy of Raíces Del Saber Xinachtli Community School along with its **four pillars**: 1) critical thinking curriculum, 2) identity formation, 3) a constructivist approach, and 4) dual language immersion.

The Four Foundational Pillars of Our Educational Philosophy

Critical Thinking Curriculum: A curriculum grounded in teaching critical thinking skills implies making reasoned judgments that are logical and well thought out. It is a way of thinking in which the student does not simply accept all arguments and conclusions he/she is exposed to, but rather develops an aptitude for questioning the validity of such arguments and conclusions. When students are asked to

address a specific challenge or a task and come up with a solution, they identify, analyze, and try to solve the problem through a critical thinking process. Research has shown that with a critical thinking curriculum students are better able to understand why something has occurred as opposed to just understanding what has occurred. This deeper understanding allows the students to better analyze the circumstances surrounding the occurrence and differing viewpoints about the occurrence (Tsai, Chen, Chang, & Chang, 2013). Furthermore, research (Kim, J. S., 2005) suggests that a more in-depth focus on enhancing critical thinking skills in K-12 can add academic rigor and increase student learning and proficiency on the standardized assessments. (1)

Identity Formation: Students will be involved in a process through which they will discover and critically think about who they are in relation to parents, neighborhood, community, nationality, and ethnic group. Identity formation includes being culturally responsive and presenting academically challenging and enriching activities. Faculty from the Stanford College of Education published a report in Spring 2016 that indicates an Ethnic Studies curriculum and identity formation courses improves graduation rates for high school students, attendance rates, and proficiency in math and science at all levels. While the ethnic studies curriculum resulted in major academic improvements for all students, the curriculum had a particularly positive academic outcome for Latino male youth. The benefits of introducing ethnic studies extends to elementary school students (Sleeter, C.E., 2011). At Raíces we believe that knowledge and appreciation for one's ethnic heritage is an important part of positive identity formation and a culturally responsive curriculum. It is important for a student to explore, analyze, and understand their personal identity which includes ethnicity, local community, family, and personal beliefs, ideas, and feelings. (2)

Identity formation is an integral part of our Xinachtli time. Students are introduced to ways to critically look at themselves in relationship to numbers and the natural world. The students learn how to see academic subjects as natural elements that are directly related to their lives. Xinachtli integrates language arts, math, science, and social studies through lessons, whole group activities, learning station activities, and whole class encounters. This interdisciplinary approach is a way for students to make connections across the curriculum and see academic components as part of a whole system of learning.

Constructivist Approach: The Xinachtli classroom philosophy and approach parallels constructivist education. The philosophy of embracing children as constructors of knowledge will be applied across the curriculum through standards-based explorations where students collaborate with one another in academic activities and learn to present their ideas. Learning stations (learning centers) and small group activities will be integral to this approach to classroom instruction and are designed to reinforce, extend, and evaluate children's learning in the core subjects. Social Constructivist Education is a well-researched, effective approach (Fosnot, C.T., 2005) that views children as constructors of knowledge, where learning how to learn and learning through interactions with others becomes as important as learning content.(3) Social constructivism aligns with the Common Core in English language arts and mathematics and the New Mexico content standards for science, social studies, physical education/health, which are designed to ensure students are prepared to be critical in their awareness, thinking, analysis, and presentation of all content. Students learn best when they participate in the construction of their own knowledge. This research-based constructivist approach accepts and invites children to demonstrate their capacity for metacognition. They do not enter school as empty containers waiting to be filled, but bring a rich experience based on family, culture, and community. Our purpose is to create a learning community which gives students the opportunity and means to explore, express, enrich, and actualize an education that includes success in rigorous curriculum, personal confidence,

sensitivity and compassion towards self and community, and an independence to meet and transcend challenges.

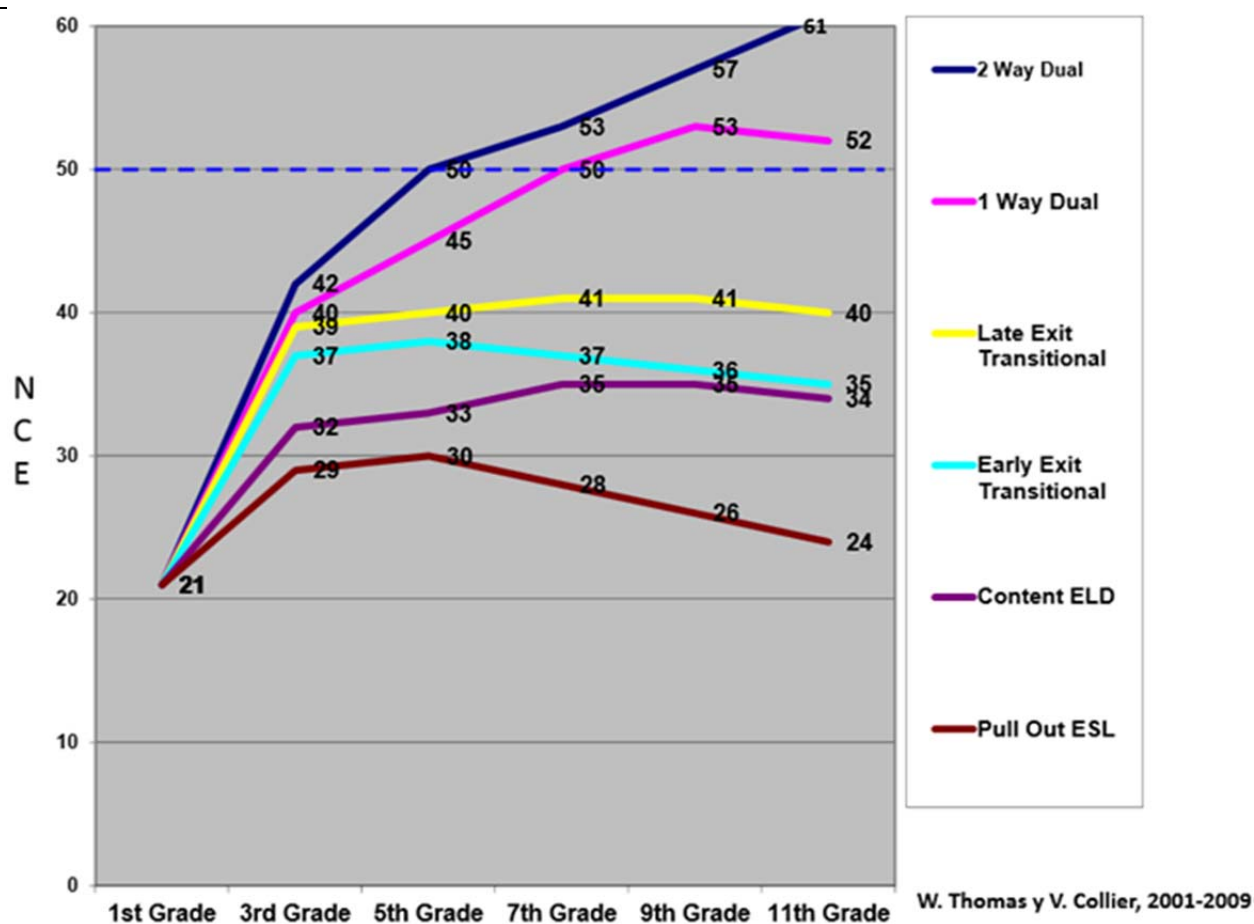
Dual Language Immersion: To achieve our goals of biliteracy, academic achievement, and social cultural competence we will adopt a 90:10 dual language two-way immersion model for K-5 students and implement it in collaboration with parents, administrators, and faculty. Through this collaboration we will create an open school environment within a U.S.-Mexico border cultural context that embraces biliteracy and a transformative life experience that prepares students for a successful transition to any middle school in the United States. We strongly believe in the richness of a diverse, multicultural, and multilingual environment in the learning process of students at the early stage of their development.

Listening, speaking, reading, and writing in two languages will be achieved through a balanced literacy framework whose components engage students to be active participants in their own learning. Learning centers will be an important vehicle for this process in several ways. They will allow small group activity to foster cooperative learning, encourage personal and group responsibility, and encourage English language learners to interact socially and linguistically with Spanish language learners, and to accommodate differentiated instruction.

Instruction in kindergarten will be conducted 90% in Spanish, 10% in English. In first grade, it shifts to 80% Spanish, 20% English; in second grade 70% Spanish, 30% English; in 4th grade 60%, 40% English; and finally, maintaining a 50 % Spanish to 50% ratio in fifth grade. Students will learn to read a variety of literary genres, write explanations, understand prose and poetry, and communicate in Spanish and English through a process that has been shown to be effective in native language learning, second language acquisition, and long-term retention of biliteracy.

A comprehensive research report, done by Virginia P. Collier and Wayne P. Thomas of George Mason University (2004), describes the effectiveness of the two-way dual language model in relationship to the U.S.-Mexico Border region, which enhances the second language acquisition and resolves the persistent socio-cultural concerns over segregating transitional bilingual classes. The student usually is negatively impacted by labeling and associating those students assigned to English Learners (ELs) classes as “students with a problem”, resulting in low self-esteem. “Two-way bilingual classes taught by sensitive teachers can lead to a context where students from each language group learn to respect their fellow students as valued partners in the learning process with much knowledge to teach each other.” (4)

The chart on the following page provides information on the extensive studies of Collier and Thomas up through the year 2009 which presents a graphic description of how various dual language programs compare in terms of student outcomes with the horizontal axis (X) representing grade levels and the vertical axis (Y) representing Normal Curve Equivalents (NCEs). Their research documents the superiority of the two-way dual immersion programs in which “students’ high achievement in Spanish significantly influenced their high achievement in English.” The chart compares the two-way dual language method with five other common methods for approaching the education of English Language and Spanish Language Learners. Without going into extensive detail for each of these systems, their research shows that when you bring students together from both English-speaking homes and Spanish speaking homes and implement what is referred to in the research literature as the 90:10 two-way dual Language Program, scores on the normal curve equivalents significantly outweigh the scores for any of the other methods.



As part of Xinachtli, the Mesoamerican based pedagogy, we will engage students in a process that is culturally responsive, academically challenging and enriching. The concepts have been applied in public school settings in Phoenix, Arizona in 1990 as well as other locations, including El Paso, Texas where one of the founders of Raíces currently teaches. (5) Key to the effective use of this pedagogy is the way a dialogue community (Tlahtocan) is constructed within the classroom. Sitting in a circular configuration with the use of an object as the center and a personal object as a symbol of membership. Most valuable in this community process is the use of a “talking stick or feather” to insure the dialogue is authentic. The one possessing the talking stick is “keeper of the word” and others listen unless the “keeper” extends the “word” to them. This process fosters listening, sharpens a student’s presentational skills, and can facilitate conflict resolution. (6)

Tlahtocan begins with a short self-esteem building exercise that will also help children transition into a one or two-minute meditation practice. This time of silent introspection is simple and once the child knows the steps. Our goal is that by second grade students will be able to meditate for at least 10 minutes. This type of meditation in and of itself enhances emotional health and cognitive development. (7) Research investigations have demonstrated evidence for the Impact of meditation on children and young people. The Xinachtli activity in the Tlahtocan begins after this quiet time of meditation.

Another component of Xinachtli pedagogy is how children are introduced to mathematics, using Pohualtecayotl, a Mesoamerican math system that uses a base-20 format. What that means, in terms of its introduction, is that children begin learning a system that is inherently designed as a manipulatives-based system. The first set of manipulatives are the fingers themselves; after four fingers, the quantity of five is grouped in five using the thumb. After that, counting can continue by adding the

fingers of the left hand which introduces grouping by tens. A student learns to count up to 100 and is introduced to addition counting, grouping, place value, and later learns regrouping by using both hands as an abacus (Nepohualtzinzin).

Writing Mesoamerican numbers is also manipulatives based. Dots are ones, lines are fives. But twenty is achieved through a place value system that separates quantities by 20s (0, 20, 400, 8,000, etc.) written simply with lines and dots and a space in between. In Mesoamerican math, children are introduced early to the concept of zero and learn how this indigenous oral tradition explains the discovery, invention, and use of zero with the same simplicity as numbers and concepts are introduced.

Pohualtecatoyotl also makes simple and practical applications to geometry through the Tloque Nauoke, a concept from the oral tradition which uses the proportional relationship between a circle and square as a way of graphically illustrating the cycles in nature.

Allowing students to view math from different base number systems instills in them the ability to observe and analyze a process from a different perspective, an essential element in cognition development. It also sparks their interest in a subject too often seen as “boring.” (8)

There is an actual manipulatives instrument integral to Mesoamerican math, the Nepohualtzinzin, an abacus which allows students to add, subtract, multiply, divide, find squares and square roots. Training in its use mirrors the same process as when kindergartners are introduced to counting via their fingers, it is a manipulative that embodies process, concept, high order thinking skills, and practice. The Academy for Teacher Excellence of the University of Texas at San Antonio has made it a part of their teacher education for over ten years, partnering with local schools to teach students and their teachers how to use this indigenous abacus. (9)

Concepts and procedures learned in mesoamerican math reinforce and enrich the regular math curriculum and will be one more tool that can be applied to solving math problems. Recognizing, understanding, analyzing, and using metaphors is part of the Common Core standards for literacy at all grade levels. The transformation of word or story to communicate a concept or moral lesson has been part of humankind for millennia. Mesoamerican oral tradition is rich in the use of metaphor in its stories of origin, formation, and migration. The ability to create a personal, community, and fictional narrative that is rich with descriptive meaning is illustrative of a student gaining the ability to apply higher order thinking skills. Within the Tlahtocan, students begin a metaphoric salute that lends itself to the exploration, analysis, and explanation of natural phenomenon which is a precious adjunct to the learning of science integrated with literacy. Through discussion of the metaphor-based sequence salute, listening to the stories, and participating in activities related to them, children participate in what is currently being termed “authentic literacy”. As Lisa Brown Buchanan (2011) writes, “discussion is a multifaceted, invitational classroom practice that presents possibilities for classroom teachers to engage learners in academic content while developing their discussion skills, deliberating social and political issues, and preparing solutions to common problems. It provides a democratic location for students to construct learning together and learn from each other. Discussion can be used in many different ways and with the youngest school children.” (10)

Adding to this learning process is the exposure of a third language, Nahuatl which is based on the construction of words through sound, color, and metaphor. There are also over 300 words of Nahuatl origin of common usage in everyday Spanish. Students will develop an extensive vocabulary in Nahuatl analyzing how the language is constructed and its relation to modern day Spanish while enhancing their brain function. The March 2015 Journal, Cortex, reports findings that “strongly support the hypothesis that even short periods of differential exposure to a given language may induce significant neuroplastic

changes in areas responsible for language control. The language which a bilingual person is less exposed to and is also less used will be in need of increased mental control as shown by the increased activity of language control areas” as the exposure increases. (11)

The Tlahtocan is also a story-telling time contextualized through introspective activities, symbolic interaction, and an exploration of connections that can be made to the general curriculum. By engaging in introspective activities, settings for extensive dialogue, and learning stations to explore, experiment, and complete projects related to curriculum presentation, students learn to apply multiple approaches to problem solving, becoming biliterate, and exploring multiple cultures and languages. Through mindful forms of meditation students engage in a process of introspection which has been demonstrated to elevate academic performance in content areas. In our school this self-introspection will be the opening to personal self-examination, emotional support, and restorative justice. In learning stations students will be able to explore and experiment, creating their own projects based on general instructions and complete assignments aligned with particular lesson presentations. Learning stations will include science experiments, art projects, and math activities. This pedagogy engages the student; allows time to explore, experiment, and create; and presents challenges in a nurturing way for them to actualize academic, personal, and community success.

These activities can be found in the listing by Rushton and Larkin (2001) as optimal for creating an environment that optimizes learning by young children according to Neuroscience. (12)

ENDNOTES:

- (1) Kim, J.S. (2005). *The Effect of a Constructivist Teaching Approach on Student Achievement, Self-concept, and Learning Strategies*. Asian Pacific Education Review, Vol. 6, No.1, 7-19.
- (2) Sleeter, C.E. (2011). *The Academic and Social Value of Ethnic Studies: A Research Review*, National Education Association Research Department.
- (3) Fosnot, C.T. (2005). Constructivism: Theory, perspective, and practice. Teachers College Press, Columbia University College of Education: N.Y. New York.
- (4) Collier, V. & Thomas, W. (2004). *The Astounding Effectiveness of Dual Language Education for All*. National Association for Bilingual Education, NABE Journal of Research and Practice, Vol 2:1 Winter 2004.
- (5) Some of these efforts are documented by Dr. Heriberto Godina (2003) *Mesocentrism and students of Mexican Background: A community intervention for culturally relevant education*. Journal of Latinos and Education, 2(3), 141-147. From 1996 to 2007; in southern part of Texas, the Xinachtli Project found a home as adjunct enrichment to the bilingual program at Canutillo Elementary School in El Paso County, Texas implemented by Carlos Aceves, a bilingual teacher; Lea, V. and Helfand, J. 4th Ed. (2004). Identifying Race and Transforming Whiteness in the Classroom, pp. 257-277. Peter Lang publishing, Inc. N.Y., New York.
- (6) Locust, C. (1997). *The Talking Stick*, Steele, K. (October 31, 2013) *Talking Stick in the Classroom: Giving Voice to Youth*. Circle of Courage. Native American Research and Training Center: Tucson, AZ.
- (7) Weare, K. (April 2012.) *Evidence for the Impact of Mindfulness on Children and Young People*. The Mindfulness in School Project in association with the University of Exeter Mood Disorder Center: Exeter, England.
- (8) Crystal Michelle Hall (2008). Incorporating Different Number Bases into the Elementary School Classroom. East Tennessee State University School of Graduate Studies.
- (9) Prieto, L., Clays L., Flores, B.B. (2014). *Transnational alliances: La Clase Mágica-nepohualtzizin Ethnomathematics Club*. Journal of Latinos and Education.
- (10) Brown-Buchanan, Lisa (2011). *Authentic Literacy: A recommended, research- based approach*

for learning how to read and write. *The Georgia Social Studies Journal*, vol. 1, number 1, pp. 19-31

(11) Tu; Wang; Abutalebi; Jiang; Pan; Li; Gao; Yang; Liang; Lu; Huang (2015). *Language Exposure Induced Neuroplasticity in the Bilingual Brain: A follow-up MRI study*. *Cortex*, Volume 64, March 2015, (8-19).

(12) Rushton, S.; Larkin, E. (2001). *Shaping the Learning Environment: Connecting Developmentally Appropriate Practices to Brain Research*. *Early Childhood Education Journal*, Vol. 29, No. 1, 2001 (25-33).

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; • Identify information that demonstrates the instructional methods are research-based; and • Describe how the educational philosophy and instructional methods support and align to the mission and curriculum.
<p>CSD EVALUATION: Meets the Criteria</p> <p>The applicant's narrative clearly describes the educational philosophy of the school through its guiding principals: Respect, Awareness, Initiative, Community, Encouragement and Serenity. The principals are followed by the Four Foundational Pillars of their Educational Philosophy: 1) critical thinking curriculum, 2) identity formation, 3) a constructivist approach, and 4) dual language immersion which fully align with the school's mission. The comprehensive description regarding how Xinachtli, the Mesoamerican based pedagogy, explains how it will engage students in a process that is culturally responsive, academically challenging and enriching.</p>	

E.(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:

Raíces Yearly Calendar (See [Appendix I](#))

The first Instructional day is: August 8, 2019 - shaded in yellow.

Last Instructional day is: May 22, 2020

Holidays are in Red. Teacher Professional Development 20 Days - are shaded green.

Data PD Days - Focus on evaluating data and preparing for teacher/family conferences, these days will be early release days - are shaded in gold.

Thursdays, which are half days, will allow faculty to engage in preparation and collaboration to meet individual student needs and are shaded in pink.

The four days with a black background are student report card days.

The school will operate 5 days per week

Total Instructional days: 182

Total non-instructional days: 22

Full-Day K-5: 6 hours and 10 minutes

2019																							
July							August							September									
Sun	Mon	Tues	Wed	Thurs	Fri	Sat	Sun	Mon	Tues	Wed	Thurs	Fri	Sat	Sun	Mon	Tues	Wed	Thurs	Fri	Sat			
	1	2	3	4	5	6					1	2	3	1	2	3	4	5	6	7			
7	8	9	10	11	12	13	4	5	6	7	8	9	10	8	9	10	11	12	13	14			
14	15	16	17	18	19	20	11	12	13	14	15	16	17	15	16	17	18	19	20	21			
21	22	23	24	25	26	27	18	19	20	21	22	23	24	22	23	24	25	26	27	28			
28	29	30	31				25	26	27	28	29	30	31	29	30								
Jul-Instructional Days						0	Aug-Instructional Days						17	Sep-Instructional Days						20			
Non-instructional days						10	Non-instructional days						6	Non-instructional days						0			
October							November							December									
Sun	Mon	Tues	Wed	Thurs	Fri	Sat	Sun	Mon	Tues	Wed	Thurs	Fri	Sat	Sun	Mon	Tues	Wed	Thurs	Fri	Sat			
		1	2	3	4	5						1	2	1	2	3	4	5	6	7			
6	7	8	9	10	11	12	3	4	5	6	7	8	9	8	9	10	11	12	13	14			
13	14	15	16	17	18	19	10	11	12	13	14	15	16	15	16	17	18	19	20	21			
20	21	22	23	24	25	26	17	18	19	20	21	22	23	22	23	24	25	26	27	28			
27	28	29	30	31			24	25	26	27	28	29	30	29	30	31							
Oct-Instructional Days						23	Nov-Instructional Days						15	Dec-Instructional Days						15			
Non-instructional days						0	Non-instructional days						2	Non-instructional days						0			

2020																							
January							February							March									
Sun	Mon	Tues	Wed	Thurs	Fri	Sat	Sun	Mon	Tues	Wed	Thurs	Fri	Sat	Sun	Mon	Tues	Wed	Thurs	Fri	Sat			
			1	2	3	4							1	1	2	3	4	5	6	7			
5	6	7	8	9	10	11	2	3	4	5	6	7	8	8	9	10	11	12	13	14			
12	13	14	15	16	17	18	9	10	11	12	13	14	15	15	16	17	18	19	20	21			
19	20	21	22	23	24	25	16	17	18	19	20	21	22	22	23	24	25	26	27	28			
26	27	28	29	30	31		23	24	25	26	27	28	29	29	30	31							
Jan-Instructional Days 19							Feb-Instructional Days 20							Mar-Instructional Days 20									
Non-instructional days 2							Non-instructional days 0							Non-instructional days 2									
April							May							June									
Sun	Mon	Tues	Wed	Thurs	Fri	Sat	Sun	Mon	Tues	Wed	Thurs	Fri	Sat	Sun	Mon	Tues	Wed	Thurs	Fri	Sat			
			1	2	3	4						1	2		1	2	3	4	5	6			
5	6	7	8	9	10	11	3	4	5	6	7	8	9	7	8	9	10	11	12	13			
12	13	14	15	16	17	18	10	11	12	13	14	15	16	14	15	16	17	18	19	20			
19	20	21	22	23	24	25	17	18	19	20	21	22	23	21	22	23	24	25	26	27			
26	27	28	29	30			24	25	26	27	28	29	30	28	29	30	26						
Apr-Instructional Days 17							May-Instructional Days 16							Jun-Instructional Days 0									
Non-instructional days 0							Non-instructional days 0							Non-instructional days 0									

The school yearly calendar includes 182 total instructional day and 22 days of non-instructional time dedicated to professional development for instructors. The calendar also lists holidays, scheduled Governing Council meetings, and school wide assessments. Over the school year, 4 days are designated for Teacher Parent conferences. In compliance to requirement, the yearly calendar is laid out in alignment with New Mexico Statutes Annotated, Section 22-2-8.1. School Year--Length of school day--minimum hours for K-6 grades should be a minimum of 990 hours per year. The Raíces yearly calendar (Appendix I) demonstrates six hours and 10 minutes per day or 1,146.6 hours per year of instructional time, easily exceeding the 990-hour minimum requirement per year.

Raíces Del Saber Xinachtli Community School Daily Schedule Monday--Friday (except Thursday)

7:30-7:50	Student Arrival/Breakfast (20 Min)	12:25-1:00	Math Block B (English) (35 Min)
7:50-8:00	Community Circle (four directions centering, announcements, and encouragements) (10 Min)	1:00-1:30	Science (Spanish) (30 Min)
8:00-9:00	Xinachtli (interdisciplinary Spanish) (60 Min)	1:30-1:50	Recess (unstructured play) (20 Min)
9:00-10:40	Literacy Block A (Spanish) (100 Min)	1:50-2:20	Literacy Block B (Spanish) (20 Min)
10:40-11:25	English Language Development (45 Min)	2:10-2:40	Social Studies (30)

11:25-11:55	Math Block A (Spanish) (30)	2:40-3:00	Physical Education/Health (Spanish) (20 Min)
11:55-12:25	Lunch (30 Min)	3:00-4:00	Teacher Collaboration/Prep Time
<p>The daily school schedule includes 6 hours and 10 minutes or 370 minutes total of instruction, one half hour for lunch (as required), and 20 minutes for recess, five days/week. Students arrive at 7:30 am and are dismissed at 3:00 pm. Thursday will be a student early release day (with 3 hours and 40 minutes of instruction). The Thursday schedule will accommodate teacher planning time. During the week, teachers will arrive at 7:15 am and leave at 4:00 pm. Teacher preparation and collaboration will take place from 3:00-4:00 daily and during Professional Development time on Thursday early release time. Xinachtli time is delivered in Spanish covering numeracy, literacy, science concepts, fine arts, and Nahuatl language enrichment.</p>			
<p>The Curriculum Alignment Plan (The CAP) (See Appendix J) tallies the instructional minutes, delineating the language of instruction by subject area and grade level. The CAP demonstrates how 90% of instruction in Kindergarten will be in Spanish while 10% will be in English, increasing English language by 10% each year. The CAP reflects the 45 minutes mandated by NMPED to provide English Language Development to students in the English Learners category. Students will receive 370 daily minutes of Instructional time as follows:</p>			
<p>90:10 English/Spanish Dual Language Two -Way Immersion Model</p>			
Kindergarten (90/10) (370 Min Total)	325 Min in Spanish + 45 Min in English	45 Min ELD	
Grade 1 (80/20) (370 Min Total)	296 Min in Spanish 74 Min in English	45 Min ELD + 29 = 74 English instruction	
Grade 2 (70/30) (370 Min Total)	259 Min in Spanish 111 Min in English	45 Min ELD + 66 = 111 English instruction	
Grade 3 (60/40) of (370 Min Total)	222 Min in Spanish 148 Min in English	45 Min ELD + 103 = 148 English instruction	
Grades 4 - 5 (50/50) of (370 Min Total)	185 Min in Spanish 185 Min in English	45 Min ELD + 140 = 185 English instruction	
<p>(Note: Thursdays will be proportionally similar with 220 minutes of instructional time)</p>			
<p>In the school calendar and daily schedule, we have prioritized literacy instruction and learning subject specific content in the targeted languages (Spanish/English) of desired fluency. The calendar and daily schedule include time to provide children with a variety of experiences to maximize learning. The yearly calendar (see Appendix I) provides time for teacher training and cooperation to strengthen instructional skills, share approaches and reflect on student performance. It also provides time for meaningful parent involvement with their children’s academic endeavors and to aid faculty development. The yearly calendar provides the pacing for targeting language development and acquisition by students through a daily schedule of minutes for each language and a target of proximal development for students as the year progresses. Our Xinachtli enrichment year calendar (see Appendix P) integrates celebrations of</p>			

indigenous heritage with curriculum content, giving teachers and parents opportunities for further collaboration.

Our calendar aligns with the Las Cruces district for beginning and ending dates, holidays, and breaks. This minimizes conflicts in schedules for parents who have children attending our school and Las Cruces public schools.

The Community Circle serves as a transition time and centering time of 10 minutes before class time to allow students, parents, and staff to gather and set the intentions for the day. Our beginning block consist of Xinachtli time. Community Circle and Xinachtli set the tone of inclusivity, community interaction, reflection, and a culturally-critical way of looking at the world. By design our Xinachtli process uses an interdisciplinary session to reinforce our school's philosophy, academic subject areas, and parental participation.

The schedule and curriculum plan provide sufficient time for both academic development, enrichment, and children's emotional development. The calendar and weekly schedule maximizes instructional time. The instructional day provides various experiences that promote individual, small group, and whole group engagement. It also provides planning time for teachers to analyze student data and design instruction to meet individual students as well as time for teacher professional development. The structure in place is designed for achieving high outcomes for the anticipated student population.

Total Points Available	Expectations
4	<p>A complete response must</p> <ul style="list-style-type: none"> • Include a yearly calendar that identifies the following: <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 the following: <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; and • Be supported by the proposed budget found in the Financial Framework section of

	the application.
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CSD EVALUATION: Meets the Criteria

The proposed yearly calendar and daily schedule align with the school's mission and philosophy, as well as meeting all state requirements. The applicant indicates that the calendar aligns with the Las Cruces district for beginning and ending dates, holidays, and breaks and that Thursdays, which are half days, will allow faculty to engage in preparation and collaboration to meet individual student needs.

Additionally, the narrative demonstrates how the schedule prioritizes literacy instruction and learning subject specific content in the targeted languages (Spanish/English). The calendar and daily schedule include time to maximize learning for students, strengthen teacher training, and provide opportunities for parents to engage with the school.

In conclusion, the applicant's response provides a complete picture of the times and days allotted to its students and supports the proposed budget and mission.

E. (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:

Educational Philosophy in Relationship to Anticipated Student Population

Las Cruces is located in a U.S./Mexico border region, serving a population with a Mexican American majority. According to 2017 Las Cruces Public School data, Hispanic students comprise 75.1% of the total student enrollment with 15.9% being English Language Learners at the elementary grades. School enrollment indicates 14.4% of students in the district are in Special Education. Among the general student population, 72% receive free or reduced lunch, an indicator of being economically disadvantaged. The home language of these students is 50.5% English and 29.5% Spanish. Our services target English Learners whose dominant language is Spanish and students whose dominant language is English but whose parents want them to become bilingual and biliterate.

The Raíces philosophy of inclusion and culturally responsive approaches creates an environment of mutual responsibility for supporting student academic success. Raíces Governance Council will develop policies during the planning year to comply with the Compulsory School Attendance Law and the school will develop procedures for recording absences and verification of excused and unexcused absences. We will design a protocol for home visits to include discussions about the importance of attendance and at the beginning of the year, during the first parent/teacher conference, school staff will dedicate time to discuss the benefits of excellent attendance. The School Principal will coordinate a task force, with the Director of Operations and Community Engagement and the Parents Council, to facilitate parents' dialogue sessions identifying challenges that prevent students from attending school. This task force will work closely with other local organizations that provide family support and parenting classes. It will establish a mechanism of restorative justice and positive methods of support, avoiding suspensions for absentee reasons. We believe that the clear messages parents will get about the importance of good attendance and the definition of an unexcused absence as well as the resources we provide to address the root cause for poor attendance will go far in meeting the needs of our anticipated population.

Effectiveness of Instructional Methods for Anticipated Student Population

The 90:10 dual language two-way immersion model will provide Spanish speaking students access to grade level Math, Science and Social Studies content in their home language while they also learn the mechanics of English Language. By 5th grade students will be exposed to the 50:50 model where equal time is spent in both languages. We anticipate the student population to be a greater percentage of English Learners than is found in the general population of Las Cruces schools, because of the consistent comments of parents attending our awareness seasons to date who have stressed their desire for their children to be respected for their Hispanic heritage and language. Our goal is for them to master English while developing an equally high proficiency in Spanish. We have designed an integrated approach for them to achieve this biliteracy with much practice in listening, reading, writing and speaking. Through the use of a daily dialogue community (Tlahtocan), students will

develop their oral proficiency. The dual language program, with exposure to a third language, will strengthen students' cognitive ability to more efficiently process information. By providing students with different modalities of learning (centers, projects, multimedia assignments) they will begin using their biliteracy skills for interpersonal communication, written assignments, internet research, and physical activities (danza, chi-gung, theatre). Having a constructivist philosophy means providing students time for exploration, investigation, analysis, and synthesis of material as a way of constructing knowledge. This develops personal and group cohesion that leads to self-confidence and cooperative skills that also strengthen cognitive abilities. Implementation of the Raíces philosophy through this curriculum provides an optimal environment for those students that need a strong background in English literacy skills and is very attractive to the parents who sense that their children have this need.

How Calendar and Daily Schedule Meet Needs of Anticipated Student Population

Ten minutes prior to beginning of our instructional day, parents, students, faculty, and administrators gather to begin the day through a culturally based salute of the four directions. This common activity further bonds our learning community and makes for a positive beginning of the school day.

Mindful of the importance of unstructured play and its positive effect on academic performance and positive behavior, we have set aside 20 minutes daily for recess for our students under teacher supervision.

There are 45 minutes set aside daily for English Language Development, mandated for ELs, but in our case all students will be part of this block keeping with our philosophy of biliteracy and 90:10 dual language model.

To follow our 90:10 dual language model, we blend instruction in English and Spanish in our daily schedule so that Spanish is the primary language of instruction in Kindergarten, first, and second, gradually increasing the use of English in order to follow our 90:10 dual language model and ultimately implement the 50:50 ratio of Spanish to English instruction by 4th grade. The research literature cited earlier plus additional studies by [Collier and Thomas](#) documents the evidence that if students start with the 90:10 model in Kindergarten, by the end of the 6th year of instruction (Kindergarten + grades 1 - 5) EL students will have a higher level of literacy proficiency than those schooled by any other method. Likewise, Spanish learners whose home language is English will also show higher levels of proficiency than expected.

Additional Reference on 90:10 Model Research

Collie, V.; Thomas, W. (2017). [Why Dual Language Schooling?](#) Dual Language of NM Fuente Press: Albuquerque, NM.

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"> Demographic information based on the local community population Educational proficiency based upon enrollment at the school Attendance and truancy trends English language proficiency Other special educational needs; Explain any special factors influencing the makeup of the anticipated student population; Explain how the educational philosophy has been designed to meet students' needs; Explain how the instructional methods have been designed to meet students' needs; and Explain how the yearly calendar and daily schedule have been designed to meet students' needs.
<p>CSD EVALUATION: Approaches the Criteria</p> <p>The target population the school intends to serve is in Las Cruces. The applicant's response includes demographic data based on the 2017 Las Cruces Public School data and details the percentage of Hispanic students, English Language Learners, and subgroup student populations. The response did not include student data related to attendance and truancy trends, the educational proficiency based upon enrollment at the school, or whether there is information related to other special educational needs.</p> <p>An brief overview of the applicant's educational philosophy and instructional methods was provided and the applicant explains how its educational model addresses the parents "desire for their children to be respected for their Hispanci heritage and language." The applicant states, "Our goal is for them to master English while developing an equally high proficiency in Spanish. We have designed an integrated approach for themto achieve this biliteracy with much practice in listening, reading, writing and speaking."</p> <p>The applicant's response provides a clear description of the daily framework a student would experience,however, it does not provide any detail on how calendar and schedule meets the students' needs.</p>	

F. Special Populations.

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

F. (1) Special Education.

F. (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:

Special Education at Raíces

Our school will adapt curriculum and ways of teaching to meet the individual needs of all students. Special Education is 14.4% of the Las Cruces elementary student population. We will provide each student with an environment that will best serve their needs whether that is in an inclusion setting or in a small group setting. Providing as many services as possible in the general education setting is our goal. All students will be a part of the school community regardless of the classroom where they receive their Special Education services. We are prepared to accommodate students who require a small group setting to work on behavioral, sensory, daily life or any other skills that may not be readily taught in the general education setting. We also acknowledge the need for integration in order for all students to learn from each other and accept different ways of learning and knowing. One of our four core principles is *positive identity formation* which allows for students to form a positive sense of self as an individual and to understand their dynamic role in the community. We view each student as having their own unique purpose and strengths through which they enhance the academic endeavor of the class and school as a whole. Raíces del Saber's mission emphasizes the use of other forms of knowledge. This applies to our use of indigenous knowledge and also embraces the unique ways through which each of our students learn.

Our school will implement all six pillars of Individuals with Disabilities in Education Act (IDEA site: <https://sites.ed.gov/idea/>) to ensure our students with special needs are being serviced properly. Our team will work to design thorough Individualized Education Plans (IEP) that justify the student's Least Restrictive Environment (LRE) and provide a Free and Appropriate Public Education (FAPE). We will provide appropriate evaluations through a contracted diagnostician to ensure that students are being properly identified through the Student Assistance Team (SAT) process and placed in special education. The implementation of an IEP will be a team effort including, but not limited to, teachers, parents/guardians, the student, and the school principal. Parents/guardians will be included in the process to get their input and ensure that they understand and agree with the procedural safeguards and plan in place for their child.

Identification of Students with Special Needs

In the summer before our opening year, we will take the time to do home visits and in-school orientations to get to know all of our incoming students. During this process, we will identify students that are already on IEPs through dialogue with parents/guardians and through contact with previous schools with parent permission. We will then hold all IEP meetings during the first month of school to determine as a team the best way to service the student in our school. For students who have not been identified for special education services but are behind or advanced academically, struggle with

behavior, or both in the classroom, we will follow the three-tier Response to Intervention (RTI) system. The Student Assistance Team (SAT) process will then begin the RTI system. This includes collecting data on various interventions implemented through Tier 1 and Tier 2 services. It is essential that frequent progress monitoring happens during the RTI process so that necessary changes can be made based on how the student responds to the interventions. In Tier 2, interventions will increase in how often they occur and how long they occur in the form of a small group or with a specialist (if available). The 504 processes (Section 504 of the Rehabilitation Act of 1973) may also utilize the RTI process to develop a 504 plan for students who may not have qualified for special education services but still need assistance due to a diagnosed or undiagnosed disability that affects a student in the classroom. Before being considered for Tier 2 services, it is vital that our teachers have exhausted interventions and differentiation in Tier 1 instruction in response to a student's identified learning needs.

Our goal is for all students to be successful in the classroom. Biliteracy in all its forms will include students with special needs. A student's ELL status will not be solely used as a basis for entering the SAT process until all other factors are considered. English Language Learners and Spanish Language Learners are first and foremost considered as gifts to create a bilingual/biliterate community. Some students may need more support in order to access the curriculum and daily activities in the classroom. These students will then enter the SAT process as follows:

1. Teacher/s will gather documentation on the observed student that supports the need for the SAT process. We will start making these determinations after the first short-cycle assessment at the beginning of the year. From there, staff members involved with the identified student will complete the following forms: Student Profile Form, Hearing Screen Form, Vision and Referral Form, Teacher Form and the Teacher Input for Addressing Behavior Form (if behavior is a concern). All forms and documentation will be sent for review by our school principal. If a student requires physical or mental accommodations to function in the classroom, the team will also be prepared to fill out forms for the 504 processes.
2. All relevant staff and the school principal will meet to complete the SAT Form, Teacher and Head Administrator Conference Form, and review all documentation in order to determine the next steps. The initial SAT packet will include research-based interventions and tools that will be used. Examples of interventions include small group or individualized guided instruction in math, reading, and writing, targeted foundational literacy interventions, modified instructional delivery, conference with literacy and language specialists, and daily data collection to identify successful and ineffective interventions. The initial packet will also include measurable goals to set for the student during the intervention process. Parents are invited to attend this meeting and sign off on the packet. This meeting will initiate the Academic Improvement Plan (AIP) for the student, which will be utilized to track the academic successes and struggles of the student with documented interventions, other observations by the teacher, and monitoring of the student's progress in the general education setting.
3. Teachers and SAT team will then track data based on student responses to the interventions and observe whether or not they are meeting their goals. This would be an 8-10-week process. The team will meet regularly to discuss all students on AIPs and support those who are providing the interventions.
4. After the 8-10-week process, there will be another meeting which parent must attend. This meeting will involve giving updates on the interventions. If the team agrees that data sufficiently supports that multiple interventions were given, and the student was not making

academic progress then the SAT packet will be submitted to special education to request evaluations for the student. Parents are required to sign off on this packet. After the special education department receives the packet and once the parent has signed off on the assessment plan, the school and contracted diagnostician have 60 days to assess the student and another 30 days to write a report.

5. The evaluation will then determine if the student meets criteria for one or more of the 13 categories of disabilities under IDEA: Autism Spectrum Disorders, Deafness and Hearing Loss, Deaf-Blindness, Developmental Delay, Emotional Disturbance, Intellectual Disabilities, Learning Disabilities, Multiple Disabilities, Orthopedic Impairments, Other Health Impairment, Speech and Language Impairments, Traumatic Brain Injury, Visual Impairment. The exceptionality of Gifted is also included under special education services in the state of New Mexico. The Eligibility Determination Team (EDT) which consists of a school administrator, a contracted diagnostician and other needed contracted specialists (such as a Speech Language Pathologist, Physical Therapist, Occupational Therapist, etc), parents or guardians, a special education teacher, a general education teacher and an Local Education Agency (LEA) representative from the school and any others who have specific knowledge of the student's academic progress will then make a decision based on the three possible options:
 - a) The student is ineligible for special education services and then is referred back to the SAT team which analyzes new information and determines a new plan to help the student.
 - b) The student is eligible for special education services but does not show a need for the services. They may have a disability, but it does not impact their academic performance and therefore the student does not require specially designed instruction.
 - c) The student is eligible for special education services and needs the services. The SAT team no longer works with the student and an IEP is then developed by the IEP Team for the student. The IEP Team consists of a school administrator, parents or guardians, a special education teacher, a general education teacher, an LEA representative, and any other necessary ancillary staff or people who work with the student. The IEP will address needed modifications, accommodations, goals, present levels, current and past test scores, student, teacher and parent input, the amount of service time needed and the appropriate setting to provide the services. The IEP Team will meet at least once a year to revise and review the plan and every three years the team will request a reevaluation unless team agrees that it is not necessary at the time.

Table Adopted from GISD SPED Identification Process

General Education Responsibility					
SAT/RtI Process: Tier 1 and Tier 2					
Overall time line will vary with the nature, type, and extent of interventions implemented.					
Tier 1: Universal Interventions -All Students	If academic and/or behavioral problems unresolved in Tier 1, go to Tier 2: Student Assistance Team (SAT)	Tier 2: First SAT Meeting	Implement Individualized Interventions <i>A reasonable time must be allotted to determine the effectiveness of each intervention</i>	Second, Third.... SAT Meeting(s) Options: Continue/revise SAT interventions; discontinue SAT; refer for evaluation for special education services	If Disability Suspected: Complete Referral Packet In a "timely" manner



Referral Packet Submitted to Special Education
Incomplete referral packets returned to the campus



Special Education Responsibility			
SAT/RtI Process: Tier 3			
The IEP team makes all educational decisions for students in Tier 3			
Referral Packet Accepted	Informed Parent Consent	Initial Evaluation* & Written Report	Initial IEP Meeting
No more than <u>10 school days</u> from acceptance date to educational diagnostician obtaining parent consent	SPP Indicator 11 - No more than <u>60 calendar days</u> between the date of parent consent and the date the evaluation is conducted.		**Must be held within <u>30 calendar days</u> of the determination that the child is eligible for special education (34 CFR 300.323[c])

Providing Services

Our school will be inclusive of all students in the general education classroom by ensuring that our teachers have knowledge of special education services and how to properly accommodate and modify curriculum. We will implement a curriculum which offers opportunities for all students to reach rigorous goals and skill sets through the use of differentiation and through the focus of "learning how to learn." Teachers will use various strategies and tools such as scaffolding, modifications, or accommodations to reach the goals (standards) so that all students can be successful in knowing how to learn for themselves and are included in classroom learning. For example, guided reading and guided math small groups both provide opportunities for students to get instruction based on their specific academic needs. Through these groups and learning stations students receive instruction targeted toward their needs. The Balanced Literacy Framework and *Investigations* math resource used in the general education setting provide multi-modal experiences for different types of learners, making them more accessible to the special education population. In

this process we incorporate aspects of cooperative learning, peer tutoring, and team teaching to meet the needs of all students in the general education setting.

Behavioral needs will be addressed in the general education setting through accommodations, modifications or a Behavior Intervention Plan (BIP). Teachers will be trained how to conduct a Functional Behavior Assessment (FBA) in order to create a BIP, write accurate goals for the IEP, and determine successful strategies when working with the student. Students with behavioral needs will receive support through a contracted social worker. Embedded in our school community are practices that include forms of meditation and talking circles. We see these as another resource of positive support for promoting appropriate student behavior inclusive of all students.

We are prepared to accommodate students who may need time away from the general education setting in order to progress academically, behaviorally or with other skills that are not easily/readily taught in the large group setting. We will refer to the continuum of alternative placements to determine the student's Least Restrictive Environment based on their present levels, needs and goals. Students who may need one to one or small group interventions for reading, writing, math, and/or social-emotional skills will receive services that incorporate a multi-sensory approach and/or explicit direct instruction that addresses their specific needs. It is important to us that we provide services that move our school toward as much integration as possible so that all students can benefit from the various ways we, as humans, express our knowledge of the world around us.

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, who have IEPs or are eligible for an IEP; • Describe how the proposed school will ensure that students who are ELs are not over-identified as students with disabilities; • Describe how the proposed school will identify and provide instructional supports and services to gifted students who have IEPs or are eligible for an IEP; • Describe how the school will address the spectrum of needs that students with IEPs may present; • Identify specific responsibilities for school staff, classroom teachers, and special education staff; and • Identify specific training and support that will be provided to teachers and school staff to ensure they are able to fulfill their responsibilities.
<p>CSD EVALUATION: Approaches the Criteria</p> <p>The applicant provides a clear description to address how the school plans to identify and provide instructional supports and services to students with disabilities. First, the school plans to conduct home visits and in-school orientations to get to know all of incoming students and potentially . identify students that are already on IEPs. During the first month of the school's operation, it intends to hold IEP meetings to determine what services are needed and will follow the three-tier Response to Intervention (RtI) system to assess students for possible identification of special needs.</p>	

The process described in the narrative, known as the SAT process gathers data from the first short-cycle assessment, profile on the student, hearing and vision screening results and teacher input to identify students that may be struggling. Through a review of the documentation by the team, meetings with and consent from parents and monitoring progress withing a set time frame, the team can make a determination to formally request an evaluation for special education. The applicant describes further the process for evaluation and provides a table that indicates the school has 60 days to assess the student and complete the report with that timeframe, although in the narrative it states, "After the special education department receives the packet and once the parent has signed off on the assessment plan, the school and contracted diagnostician have 60 days to assess the student and another 30 days to write a report."

Although, the applicant's response provides a thorough plan for identifying students with special needs, it minimally addresses a process for identifying students for gifted education and does not provide substantial information to describe what instructional support and services will be provided to a student identified as gifted. Furthermore, the narrative does not specify what supports will be provided for the spectrum of needs that students with IEPs may present. Lastly, the narrative lacks detail on the type of training or support that will be provided to teachers and staff to ensure they are ale to fulfill their responsibilities.

F. (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:**Goal Monitoring of Individual Education Plans for Special Education Students**

Students receiving special education services will have goals related to and supported by the Common Core State Standards or the New Mexico Expanded Grade Band Expectations (EGBEs). Functional and behavioral goals will be written based on teacher observations and data in the classroom. Goal monitoring will be based upon the I station assessment in ELA, NWEA short-cycle assessments, NMAPA (New Mexico Alternative Performance Assessment) for students in grades 3-5 who qualify for the alternative assessment as per their IEP, Spanish Language Proficiency (IDEA® Proficiency Test (IPT)), as well as WIDA ACCESS 2.0 for ELs, other teacher-made assessments, and portfolios with student work samples. Goals will also be monitored by teachers' observations and formative assessments. The special education teacher will collaborate with the general education teacher each month to see if the student is making progress on their goals based on work produced by the student, recorded observations by teachers or by given assessments. Both teachers will sign off on a goal tracker spreadsheet to indicate if the student is making progress on the goals. A brief description will be attached for any observations by teachers during that month and copies of any work samples or assessment data that show whether or not progress is being made on the particular goals.

Formal progress reports will be provided to parents at the end of each grading period (every nine weeks) to indicate how far along the student is with each goal. If a student is not showing progress, other instructional methods/interventions will be implemented and if there is still a lack of progress at the end of a nine-week grading period, an IEP meeting will be called to discuss and make necessary changes. If the student receives significant modifications to the curriculum or work load, grades will be based upon those modifications and the ability levels at which the student is currently performing. This will be noted on quarterly report cards. Despite potential modifications to the student's level of work, the student will always be held to high expectations within the educational setting.

Role of Teachers and Administrators in the Implementation of Special Education Services

All teachers servicing a student on an IEP will collaborate on a regular basis to make sure instructional practices and behavioral support is consistent for the student. Administrators will also be involved in order to support the needs of the student and the teachers. All students will have opportunities (either for the whole day or part of the day) to spend time in the general education classroom setting so it will be critical that the general education teacher and the special education teacher collaborate in instructional planning on a weekly basis. It is the responsibility of both teachers to understand how to provide accommodations and modifications on the IEP in the classroom to ensure that the student can access the curriculum.

It will also be the job of all teachers servicing a student to communicate with parents on at least a monthly basis to voice concerns and to give positive observations. As stated above, parents will receive official progress reports at the end of every nine weeks. At least one IEP meeting will be held annually to make necessary revisions based on the growth of the student. It will be made clear to parents that they have the right at any time to call an IEP meeting if they have a concern about the

program and their child's services. Students will also give input on their IEP and will meet with teachers to understand the goals they are working toward, so they feel a part of the process. Teachers may provide visuals for the younger ones to track progress on goals and encourage motivation to achieve the goals. Our school will measure the success of our special education services based on observations by teachers, the principal, or other administrators and students' progress on their IEP goals.

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; and • Describe how the school will evaluate the effectiveness of its special education program and services.
<p>CSD EVALUATION: Approaches the Criteria</p> <p>The applicant provides a clear and concise description of how the school will monitor the progress of the special education students' attainment of IEP goals and the assessment tools that will be used to determine if the goals have been met. The narrative fully describes the teacher's responsibilities in this process. However, the narrative minimally addresses what role the administrator will have in monitoring the student's progress and does not address how the school will evaluate the effectiveness of its special education program and services.</p>	

F. (2) English Language Learner (ELLs).

F.(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 ELs.

APPLICANT RESPONSE:**Curriculum and Instructional Support for English Learners**

Raíces, in alignment with all federal and state mandates, will screen, identify, and provide appropriate and adequate services to English Learners (ELs). We have adapted a 90:10 immersion model in which instruction in the core subjects, Physical Education, and Enrichment is delivered 90 percent of the time in Spanish beginning in kindergarten, then increasing the delivery in English by ten percent each year until the use of English and Spanish is 50:50 when students begin the fourth grade. This ratio is maintained through fifth grade. This has been shown to be the most effective bilingual model to achieve biliteracy and for ELs to learn English. Additionally, all students (including ELs) will receive English instruction every day in a 45-minute English Language Development instructional block which meets all requirements as mandated by the state and as demonstrated in the Curriculum Alignment Plan (Appendix J).

Research supports that one of the best predictors for children learning a second language is proficiency in their home language (Glover, et. al. 2010; Genesee, 2017). Most, if not all, of Raíces English Learners will be children whose home language is Spanish. Our 90:10 immersion model, with the goal of biliteracy begins with most of the instruction in kindergarten, first, and second grade delivered in Spanish. This will give those ELs a solid foundation in their home language and thus support their learning of a second language, English.

The Las Cruces EL student population is approximately 15.4%. It is likely that Raíces will attract a larger population of Spanish-speaking students so the percentage of ELs will be higher. Our dual language immersion program is specifically designed to meet their needs.

- Students will be identified in their kindergarten year through the administration of the state-developed Language Usage Survey and the WIDA-APT (for students whose surveys indicate another language other than English is used at home). In grades 1-5 student cumulative folders and records from previous schools will indicate whether students have qualified as an English Learner.
- All students designated as EL will be tested annually with WIDA-ACCESS 2.0 to determine proficiency in English speaking, reading, writing and listening skills.
- Raíces Bilingually certified staff will use English Language Development Standards to build students' English Language acquisition and literacy skills. In addition to a balanced literacy block, the daily schedule (illustrated in the Curriculum Alignment Plan or CAP) includes 45 each day dedicated to English language development for K & 1 as intentional support for ELs. Academic vocabulary in Math and other subject areas will be covered during this time.
- Raíces will obtain professional development through the New Mexico Dual Language Organization during the planning year and implement GLAD (Guided Language Acquisition Design) strategies throughout the curriculum to help students access the curriculum (in either

language). Project GLAD is a model for teaching practices in the areas of language acquisition and literacy. The GLAD strategies model is used to promote English language acquisition and foster academic achievement, as well as, cross-cultural skills. These strategies are tied to the Common Core State Standards and can be weaved into instruction to provide access to core curriculum by providing clear, practical strategies that promote positive and effective interactions among students and between teachers and students. Also, Project GLAD develops students' metacognitive use of higher level thinking through academic language and literacy. These strategies include: use of a chart as a cognitive content dictionary to introduce vocabulary; large, color-coded illustrations that use academic language to introduce concepts (pictorial input charts); chants, songs, or poems that use key concepts and vocabulary from a unit; personal interaction activities to create an interactive, socially safe environment.

- Instructional materials for core subjects will be available in both languages.
- Delivery of academic content will not be diluted to accommodate language learners, but teachers will apply appropriate language sheltering and encourage students of one language group to another to help their peers. All students will have access to their respective grade level content.
- All students will take the PARCC beginning in third grade with the exception of ELs who have received a testing waiver based on their WIDA ACCESS scores. Students who receive a waiver will take the New Mexico Standards Based Assessment (SBA) in Spanish for reading.

A language mentorship program of upper grade level students helping lower grade level students will be gradually integrated into the school as part of student development of a 50:50 mastery of both languages.

Teacher Professional Development and Support

Each classroom teacher will be responsible for carefully monitoring the progress of each EL student in their acquisition of English proficiency and adjusting instructional strategies for the best possible outcomes. To this end a robust professional development plan has been put in place. At every step of training and professional development, a teacher's initiative will be valued. There will be time for teachers to initiate and organize professional development activities. It is vital to our instructional success for teachers to understand and know how to implement the four key components of our curriculum: dual language, Xinachtli, the Math Core Curriculum (*Investigations*), Balanced Literacy, and analyzing data from assessments. The professional development curriculum plan (Appendix R) has been designed to support the linguistic diversity of all students.

The non-profit Dual Language Education of New Mexico, Inc (DLNM). will be one of the sources for intensive training of the leadership team on how to support linguistic diversity along with discussion and action planning around the Guiding Principles for Dual Language Education and implementing GLAD) strategies. Apart from DLNM training, we will organize a one-day visit and observation by our teachers during their first year to Coronado Elementary, a 90:10 dual language magnet school in the Albuquerque Public Schools. (Appendix Y)

The professional development plan will also incorporate the following materials/actions:

- Raices has developed a training manual that will be given to its teachers as part of a three day initial training covering the implementation of Xinachtli key components. ([Appendix Z](#))
- NMSU's Mathematically Connected Communities program (MC2), as part of their service to area public schools, will provide initial training in the use of *Investigations in Numbers, Data, and Space*.
- We have identified several local sources that can provide training in Balanced Literacy, which are used by Las Cruces Public Schools and the neighboring Gadsden School District.
- Initially we will rely on the instruction of our trainers on how they use assessments, results, data analysis in their particular program as part of our teacher training, allowing significant time for that activity.

Professional development includes other significant endeavors besides training. Teachers need social interaction, support through mindful meditation and wellness activities, and the opportunity to share their creativity.

References

Dr.O Fred Genesee (2017) www.colorincolorado.org A bilingual site for educators and families of English language learners <http://eldstrategies.com/projectglad.html> (GLAD)

Zeliha Yazici, Binnur Gencilter, Phillip Glover (2010). [How bilingual is bilingual? Mother tongue proficiency and learning a second language](#), Journal of Early Years, v. 18, issue 2 (2010)

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; ● Describe how the school will address the spectrum of needs that ELs may present; ● Identify specific responsibilities for school staff and classroom teachers; and ● Identify specific training and support that will be provided to teachers and school staff to ensure they are able to fulfill their responsibilities.
<p>CSD EVALUATION: Approaches the Criteria</p> <p>The applicant provides a concise plan for identifying English Learners (ELs) and describes that the</p>	

school's proposed 90:10 immersion educational model "has been shown to be the most effective bilingual model to achieve biliteracy and for Els to learn English." The applicant's response cites research conducted by Glover and Genesee that indicates "one of the best predictors for children learning a second language is proficiency in their home language." Additionally, the school will employ bilingually certified staff that will use the balanced literacy block and allotted 45 minutes each day dedicated to English language development to English Language acquisition and literacy skills using English Language Development Standards. Furthermore, the narrative identifies specific training and support for its teachers that are designed to support the linguistic diversity of all students, particularly Els.

In regards to addressing how the students will have access to grade level content, the applicant indicates the school will provide instructional materials for core subjects in both languages and students will have access to their respective grade level content, however no additional information is provided to describe how the school will identify the content.

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

APPLICANT RESPONSE:

Evaluation and Monitoring of English Learners Academic Progress

Our primary goal for English Learners is the same for all students at Raíces, that they become academically proficient in English and Spanish. Each EL student will grow in English proficiency while retaining and growing proficiency in Spanish. To assess their progress, we are using the WIDA ACCESS, the DRA/EDL, I station, and interim common formative assessments. Included in our assessments will be English Language Arts work samples taken biweekly. The WIDA ACCESS assessment is administered annually during a January-February window. The DRA (Developmental Reading Assessment) and the Spanish equivalent, the EDL (Evaluación del desarrollo de la lectura) are administered three times per year at the beginning, middle, and end of the year. The interim common formative assessments are given quarterly. I station provides a monthly report and a beginning, middle, and end of the year results.

Monitoring Progress Annually and Within the School Year

Teachers meet as a team once a week to work as a professional learning community on effective core instruction that focuses on skill building related to each of the four language domains: listening speaking, reading and writing. Data on students' language background, screening results, levels of proficiency on assessments in both English and Spanish will be tracked, and along with student work samples, will be kept in a data folder and reviewed by the team. This data will be used to inform instructional planning (e.g., determining reading groups, station work, and determining other appropriate differentiation in each classroom). The folders will be the basis for reporting student progress when teachers meet with a parent or at the quarterly parent teacher conferences. Teachers will specifically share classroom placement, core and intervention strategies implemented with each respective student and the results. Teachers will also offer suggestions with parents to support their children's progress.

Actions to Engage Parents

As screenings occur, Raíces will inform parents of student progress and reports on the progress of the dual language program towards biliteracy will be submitted to the Governance Board monthly along with assessment results as they are available. Included will be the progress ELs are making toward proficiency. The principal will take any concerns or recommendations of the Governance Board to the faculty and staff.

The Curriculum-Academic Performance Committee under the direction of the principal will review on a monthly basis the progress of all students towards biliteracy. Included in this review is the progress of ELs. They will recommend areas of the program that need to be supported, changed, or enhanced.

The Operations and Community Engagement Director will conduct a periodic (at least three a year) survey among parents to get their feedback on how they view their children's progress towards biliteracy. The director will conduct periodic home visits to dialogue with parents and will report any concerns, suggestions, and opinions to the Curriculum-Academic Performance Committee and the principal.

Engaging Students

Raíces is a school that creates a culture of biliteracy where English and Spanish are both valued and taught. Banners, signs, and announcements are in both languages. Student displays are exhibited in the language they used to create it. ELs and English speakers are encouraged to be peer tutors and mentors to each other in the learning of both languages. For example, they may engage in partner reading or provide each other feedback on work samples from their data folder. Students will be systematically engaged in the development and tracking of their own literacy goals so that each student learns to take personal responsibility for his/her own learning. For example, a student may have the goal of reading for a certain amount of time or to read certain levels of books, so the student will learn to keep track on his/her personal progress chart the time spent and the book level after each reading session.

We view student reflection on their own performance in the classroom (academic, social, emotive) as one of the best indicators of progress for all students. The progress of ELs in learning English is an integral part of a student's cognitive and emotional development.

Evaluating the Effectiveness of the EL Program

A committee consisting of teachers, the reading interventionist, and the principal will meet for a mid-year progress review of the middle-year results and the effectiveness of the core instructional program as well as interventions to ensure data-informed and appropriate instructional adjustments are made to support ELs. In addition to student assessments, they will review classroom practices of:

- accessing students' prior knowledge when introducing new content,
- developing and using physical and visual aids,
- using proficiency levels for student groups and instructional materials,
- ensuring home/school connections and cultural relevance of content, and
- creating differentiated core literacy instruction for language development and literacy components.

This same committee will meet towards the end of the year as the WIDA results are available. In doing so, the committee will assess all data to determine the progress of EL students, the quality of

instructional practices, and the needs for teacher support such as whole school PD or individual teacher coaching and the effectiveness of instructional materials.

Although this committee will gauge program effectiveness partially on the number or percentage of students reclassified as fluent English Proficient, Raíces will continue to monitor and support RFEPs (Reclassified Fluent English Proficient Students) throughout their time at Raíces to make sure that their academic growth is continuing to show good progress.

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; and • Describe how the school will monitor exited EL students (reclassified fluent English proficient students—RFEPs) for two years for academic progress.
<p>CSD EVALUATION: Approaches the Criteria</p> <p>The applicant's response provides a brief overview of the school's process to monitor the progress and language acquisition of ELs. The applicant explains how teachers will meet as a team weekly to work as a professional learning community to focus on effective core instruction and use data to inform instructional planning. However, the narrative does not clarify the specific responsibilities for the teachers in the team. Another example in the narrative describes that progress of students will be reviewed monthly by the Curriculum-Academic Performance Committee but does not address what specific responsibilities this committee will have in reviewing the data and informing on the data.</p> <p>Overall, the statements provided in this narrative address a high-level overview of the school's process.</p>	

G. 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 (e.g., 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 (e.g., reading, writing, problem-solving).

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 CCSS 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>

G.(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:

Raíces Assessment Plan

The Raíces team understands the importance of student assessment and data analysis as tools to inform instruction and ensure students are on a path towards academic success. We are clear on the role of assessments in guiding and modifying instruction. Formative assessment is used to identify student learning needs and modify instruction to address those learning needs; then student performance improves, particularly when teachers work in a learning community focused on improving children's learning. Summative assessments guide the modifications of the instructional components of our curriculum which include presentation of material, academic content, and performance goals.

Student evaluation: In the first month of the school year, each student will be assessed using the DRA to measure instructional and independent reading levels and take the nationally normed I station Indicators of Progress (ISIP) assessment to measure initial literacy. Math proficiency will be assessed with NWEA at the beginning, middle, and end of the year. And using the state assessment (PARCC or its replacement) aligned to the Common Core Standards summative data will be collected. These results will be used to gauge student and school progress and to inform instructional planning.

Each learning unit and daily lessons will then be designed with clear end-of-year student goals based on baseline data and a comprehensive view of strategic benchmarks and student learning needs. For students with special needs or for English Language Learners, our detailed assessment program supports the rapid identification of areas where students may need more support and where learning strengths can be leveraged. Regular data from classroom and school-based assessments as well as computer adaptive software (I station and NWEA) will be used in weekly instructional planning meetings. During these planning meetings teachers will use student assessment data and identified learning goals in ELA, mathematics, and science.

The weekly meeting will be guided by a four-question cycle:

1. What is their current understanding?
2. What are the key concepts children need to learn?
3. How will they learn them?
4. How will we know when they get there?

Through these planning meetings, teachers will plan in collaboration to design daily instruction and interventions for individual students to meet all children's learning needs.

Regular communication with parents will bring them into the learning process. Informational letters will be sent to parents every nine weeks to share student progress and encourage parents to join as partners in their children's learning. Academic progress of students as a whole will be presented to the Governance Board every quarter so that the school leadership will be informed of the school's progress in meeting children's learning needs.

Our assessment implementation is aligned with federal and state mandated assessments and windows.

Listed below is a list of assessments that will be used by Raíces:

Grd	Assessment tool	Description of Implementation	Frequency	Analysis/use of assessment data to inform instruction including special populations
K	Kindergarten WIDA-APT—Fall screening	When students enter school in Kindergarten, parents will fill out the New Mexico Language Usage Survey (LUS) and responses will determine which students be given the W-APT to determine English language proficiency.	One time only within the first 20 days of enrollment	An initial screening of English proficiency. Results will indicate if a student qualifies for language support as an English Learner (EL).
1-5	WIDA Screener	Students in grades 1-5 will be screened ONLY if there is no previous record of Kindergarten screening. The screener will assess in the categories of listening, speaking, writing and reading based on the WIDA's English Language Development Standards.	One time only within the first 20 days of enrollment	An initial screening of English proficiency. Results will indicate if a student qualifies for language support as an English Learner (EL).
ELs K-5	WIDA-ACCESS 2.0	State/Fed requirement to assess English proficiency progress for all EL students.	Once Annually - mid Jan-Feb	An annual test to determine growth in English proficiency. Progress will be monitored and inform student and school planning.
K	Early Childhood Observation Tool (ECOT)	State requirement for all Elem Schools 6 developmental domains will be observed <ul style="list-style-type: none"> • Physical Development, Health, and Well-Being • Literacy • Numeracy • Scientific Conceptual Understanding • Self, Family, and Community 	Once Annually, within the first 30 days of school	A teacher recorded observation tool used to determine a student's placement on the six developmental domains; results will identify individual children's needs and assist teachers in making data-driven instructional decisions. Results will be shared with parents.

		<ul style="list-style-type: none"> Approaches to Learning 		
K-2	1 station	<i>Basic Early Literacy Skills (in English or Spanish)</i> Required by State—will inform school's report card to assess reading progress and determine instructional progress	Three times per year (Fall, Winter, Spring)	A literacy test to demonstrate progress in literacy growth. Gaps in skills will inform individual student goals and instructional interventions.
3-5	<i>PARCC - Partnership for Assessment of Readiness for College and Careers</i>	A once a year assessment in reading and math, required by state, for school report card and to assess annual academic progress of students.	Annually April - May	Analysis of results can reveal the effectiveness of our school's ELA/literacy and mathematics programs, as well as determine relative strengths and weaknesses of reading and math learning for returning students.
3-5	<i>NMSBA - New Mexico Standards-Based Assessment in Spanish Reading</i>	This assessment is for EL students who qualify for a testing waiver based on WIDA ACCESS scores to take as an alternative to the PARCC English Language Arts assessment.	Once Annually April - May	Spanish literacy test for students not taking the PARCC in English.
4	<i>NMSBA - New Mexico Science Based Assessment</i>	Required by state to assess proficiency of NGSS (Next Generation Science Standards) and to determine the effectiveness of our school's science program.	Once annually	Results can be used to determine relative strengths and weaknesses of science learning for returning students
SPED 3-5	<i>NMAPA - New Mexico Alternative Performance Assessment</i>	The New Mexico Alternate Performance Assessment (NMAPA) is an alternative to the PARCC.	<i>Once Annually</i>	This assessment will be used to assess students at the school who have significant intellectual disabilities or severe adaptive behavioral needs that impact the student across settings within and outside the school.

Monitoring of Assessments

Throughout the assessment process, Raíces will continually conduct data-gathering and analysis based on units of study and NM standards. The analysis process which will be done weekly in instructional planning meetings using the data listed above, interim assessments for core content areas, and weekly teacher assessments or exit tickets to determine instructional needs and interventions in daily planning. Teachers will also implement classroom assessments that are aligned with the formative unit assessments listed above so that potential gaps in learning can be identified and dealt with in the daily lessons and learning centers rather than waiting until the end of the unit.

Individual student data will be analyzed to consider which students may need further intervention. Overall school data will be analyzed to consider the strengths and areas for improvement of instructional delivery and the curriculum. The curriculum units and instruction will be modified to ensure continual strengthening of the school's curriculum plan.

Classroom assessments will include observations, short classroom assessment tasks, and exit tickets that identify student learning needs. The use of assessment data, coupled with high academic expectations based on standards, ensures that instructional planning is data driven rather than based on teacher perceptions or feelings about what children know and are able to do.

Interim Assessment Tools:

Grd	Assessment tool	Description of Implementation	Frequency	Analysis/use of assessment data to inform instruction including special populations
K-5	Qualitative Spelling Inventory (QSI)	Qualitative Spelling Inventory (QSI) This assessment is a part of Raíces' Balanced Literacy Framework.	Three times a year - August, December, and May	QSI provides appropriately challenging spelling words for students at their individual level of instruction. It allows a teacher to assess a student's spelling and orthographic knowledge and to determine a stage of spelling development for each student, pinpointing the learning needs of the student.
K-5	NWEA (Northwest Evaluation Association) in Math	Computer-based, adaptive assessment	Three times per year (Fall/Winter/Spring)	To measure student growth in math and to identify the strengths and areas for growth for each individual student.
K-5	EDL (Evaluación del desarrollo de la lectura)	Teacher gives the assessment one on one with each student to observe their reading level in fluency and comprehension in Spanish.	Three times per year (Fall/Winter/Spring)	This assessment gives us a quantitative and qualitative measure of where the student's reading level is and it is used to measure growth throughout the year in reading.
K-5	DRA (Developmental Reading Assessment)	Teacher gives the assessment one on one with each student to observe their reading level in fluency and comprehension in English.	Three times per year (Fall/Winter/Spring)	The DRA will eventually be given to all students as the amount of instruction in English increases in the classroom with each grade level. It will be used in Kindergarten and First grade primarily to measure EL

				student progress.
K-5	Spanish Language proficiency: <u>IDEA© Proficiency Test (IPT)</u>	All students at Raíces will be assessed once annually using <u>IPT (Early Literacy for grades K-1) and IPT 1 (for grades 2-5)</u> to assess Spanish language proficiency for all students. The new edition IPT tests provide results using five proficiency levels: Beginning, Early Intermediate, Intermediate, Early Advanced, and Advanced.	Once Annually	This is a Spanish literacy test to determine a student's growth in the Spanish language
K-5	<i>Interim Assessments</i>	<i>Internally designed short cycle assessments aligned to CCSS and NGSS to which the school curriculum will be aligned. Interim assessment will include short answer and open-ended responses to assess skills and conceptual understanding to evaluate student academic progress and make appropriate adjustment in instruction.</i> Math and Science: Interim assessments will be aligned to CCSS mathematics and NM STEM Ready science standards at each grade level. The assessments will include both pre- and post-assessments tasks and be aligned to the curriculum units at each grade. The pre-assessments will serve as a planning tool for teacher to align instructional tasks to student learning needs. The post or summative assessment will serve to study academic growth of each student that results from the learning unit. The post-assessment will also be used analyze which students, if any, need further instruction or intervention.	Every 4-6 weeks	<i>Classroom teachers track student comprehension and progress in each subject. This allows them to evaluate the effectiveness of their lesson cycle, learning objectives, and academic goals.</i>
K-5	<i>Science Projects</i>	<i>Science projects will be</i>	Quarterly	<i>Evaluated through the use</i>

		<i>completed by teams of 2-3 students to demonstrate NGSS science and engineering practices and performance standards appropriate for each grade level assessed through rubrics that incorporate content specific performance objectives and investigative practices.</i>		<i>of rubrics, these indicate the level of understanding of science content and the student's ability to apply these concepts.</i>
<p>Raíces will build a culture of collaborative planning and teacher support in meeting children's learning needs. Teachers will work together to determine weekly learning goals, study student understanding of academic concepts, design effective instructional strategies, and support one another in meeting children's academic needs. Teachers will work together in using classroom data to modify daily instruction to fill in identified learning gaps and ensure all students have the opportunity to successfully learn the content of each unit.</p>				

Total Points Available	Expectations
6	<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, evaluated, 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; and • Include any assessments that may be negotiated as part of the performance framework and contract.
<p>CSD EVALUATION: Approaches the Criteria</p> <p>The applicant has developed a clear and cohesive plan that aligns with the assessments identified, and the proposed school's mission and target student population. The proposed assessment calendar aligns</p>	

to the proposed school year calendar. The assessment tools included distinguish the various categories of student populations and accounts for all NM state mandated tests. However, the applicant's response lacks clarity in explaining how the results for each assessment will inform instruction.

G.(2) Provide 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.

APPLICAN RESPONSE:

Analysis of Assessment Data and Development of Corrective Actions

Course correction is part of any successful endeavor and will be systematic at Raíces. School wide and individual performance is monitored in accordance with the assessment timeline to identify where our school culture, teacher initiative, parent involvement, and instructional efforts are falling short and not leading to adequate student progress in all academic areas and in our mission of biliteracy.

Assessment data will be collected on a daily, weekly, and monthly basis, and will include results from weekly behavior records, attendance records, interim assessments (including performance-based tasks), diagnostic testing, and state and nationally normed testing. Collecting this data will allow us to measure student progress on an ongoing basis and will greatly increase the ability of the school principal, the assessment coordinator/reading interventionist, and teachers to analyze particular students, specific lessons, and overall cohort growth, and improve teaching techniques and student supports. Ongoing assessment data will be collected, organized, and analyzed during grade level meetings for teachers to consider individual progress of students and design next steps for instruction.

In order to ensure quality data, teachers will receive support from both the school principal and the reading interventionist to ensure grading integrity and support in recording data for immediate and longitudinal review. Results of daily and weekly assessments will be reviewed closely during weekly grade team or staff meetings, and the school principal will lead teachers in the development and review of internal assessments that identify specific skills and content knowledge students must develop at specific points in time for each subject and grade level. We will have ongoing training with our staff on how to use data as tools for tailoring teaching skills to meet student needs most effectively.

Our practices of data collection and analysis will be part of an ongoing process that takes place at the classroom, grade, and school level and begins from before the first day of school, using data from previous years when available. We believe that our students are capable of achieving outstanding results, and our objective is to demonstrate academic performance that surpasses schools across New Mexico and nationally. In order for this to happen, we need to provide students with a rigorous and personalized academic program taught by talented educators who are informed regularly about student progress through informal and formal data collection.

We begin curriculum development and assessment processes by aligning them with the New Mexico Common Core State Standards, the New Mexico Standards for Social Studies, Next Generation Science Standards, and New Mexico Expanded Grade Band Expectations (EGBEs) which tell us what students should know and be able to do at every grade level. The next step in our process is to determine how to utilize assessments to give teachers data about student progress that can lead to actions that support standards mastery for their grade level. (See section G1 for information about specific selected assessments).

At the beginning of each year, grade level teachers will identify ambitious goals for their grade level. During the planning year, the school principal and reading interventionist will draft initial goals for each grade level in the 2019-20 school year and will collaborate to draft goals for each incoming class. For example, 90% of Kindergarten students will achieve proficiency on interim assessments. These goals are then broken down into quarterly benchmarks that we use to track students' progress toward achieving the goals we set for them.

Our academic calendar is designed with regular windows for assessments that will provide teachers with relevant and timely information about student learning based on DRA/EDL, NWEA, QSI, and I station assessments in reading, language, and math. Teachers will analyze results with their team and the school principal to determine possible next steps. Next steps may include re-teaching content, providing additional time on specific content, and changing small groups for targeted instruction with new or modified approaches to learning content. The school principal will use grade and class level data to identify areas to support with additional small group instruction and/or teacher coaching. Teachers have regular access to student performance on adaptive and online software and use grade level planning meetings to review student progress and make adjustments based on data.

Professional Development and Teacher Evaluation

Raíces will participate in the NMTEACH Teacher Evaluation process, in which state mandated assessments play a role. Student performance will be a significant component in the teacher and school evaluation process, and our assessment results will be uploaded, in alignment with state requirements, to the Student Teacher Accountability Reporting System (STARS) during the appropriate data entry windows. A teacher who struggles to achieve the goals set for the grade level will be provided with additional instructional coaching and support in order to improve instruction and student learning.

Triggers for course correction:

1. Emotional Well-being: At Raíces we understand the importance of a student's social and emotional wellbeing and the role these play in academic progress. If a student exhibits having social or emotional problems, appropriate intervention is needed before that student's academic performance is affected. We will rely on that student's behavioral record, attendance history, parental input, and teacher observation data to determine the severity of the situation and the corrective action that needs to be taken.

2. Academic Performance: As teachers continually assess their students in the classroom through Common Formative Assessments reports of a student not making adequate progress by continually scoring less than 70% on academic content assessments, this will be cause for considering corrective action. Insufficient growth as indicated by formal assessments (DRA/EDL, I station, PARCC, etc.) will indicate the need for course correction. Teacher informal observations are valued and will be considered as qualitative data to determine needed actions.
3. Biliteracy: Course correction is indicated if our student population is not showing sufficient progress in biliteracy by second grade according to their ability to perform academic tasks in both languages and show adequate progress on the WIDA ACCESS and the IPT assessments.
4. Response to Enrichment: We will rely on teacher observation of student engagement, communication with parents (conferences, interviews, home visits), and student performance according to the rubric measuring Xinachtli goals to evaluate and determine course correction.
5. Grade and School Level Performance: Any data indicating performance below grade level or school level performance will automatically be an indicator for corrective action.
6. Teacher Satisfaction: Our core principles (Respect, Awareness, Initiative, Community, Encouragement, and Serenity) are guides to the creation of a learning community that is inclusive, encouraging and responsive for teachers as well as students. At Raíces we believe that if teachers do not perceive that these principles are an active part of their daily professional life, we definitely need course correction in the form of understanding how we are falling short in actualizing any of these principles and will work to find new ways to integrate them into our school culture.
7. Parental Satisfaction: Our core principles are also applied to how we measure parental satisfaction and involvement with our school. In any communication with parents we are mindful to inquire if our principles are perceived to be part of our school community. We view parents as key to knowing when and what corrective actions are needed and how to implement them.

Responsibility for Corrective Actions: Ultimately, it is the principal who ensures that all components of the school's academic plan are implemented consistently with the school's mission, curriculum and instructional frameworks, and eventually the *NM DASH (Data, Accountability, Sustainability, and High Expectations) 90-Day Plan*. The principal ensures that teaching and learning in the classroom is continually supported and improved by conducting formal and informal observations in the classroom, studying assessment data, and following a well-structured professional development plan (see Appendix R).

Teachers share in the responsibility for evaluating the different components of our curriculum and it is part of our Teacher Training and Professional Development Plan, specifically evaluating assessments related to each component. Teachers working as a team either for planning or professional development will continually review the indicators for course correction and report any recommendations to the school principal. Actions required in the classroom, including remediation will be taken by the teachers. Teachers will address individual academic achievement to track proficiency in order to determine if we need to consider remediation. As noted in the teacher professional development plan, the Teacher Learning Community sessions on Thursdays will include time devoted to analysis of student data.

Actions that are school-wide will be the responsibility of the school principal to coordinate. The principal will ensure data study and professional development on understanding the implications of assessment outcomes. The principal will report these concerns and proposed actions to the Governance Board for review, guidance and approval.

Interventions at the Student-level: After receiving documented classroom interventions through an AIP (as described in the Special Populations section), if a student is not showing sufficient progress according to formal assessments and informal observations after 6-8 weeks, the principal, teacher, and reading interventionist will initiate a formal SAT process. Students in the SAT process will have access to targeted interventions and supplementary instructional materials and progress will be monitored closely. In the event that SAT interventions are unsuccessful, a student may get a referral for special education and/or student retention.

Transparency: As a community led school, transparency with our parents is a priority. We accomplish this through our Governance Board policies, continuing avenues for parents to participate in our school life, and periodic formal reporting to our parents of school progress and letter grade. We will encourage and instruct our parents in how they can access the NMPED website to obtain information, especially as it pertains to our school.

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> and

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|--|--|
| | <ul style="list-style-type: none">○ 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; and• Describe how the proposed school's processes meet the requirements of NMSA 1978 § 22-2C-6(A) and (B) and 22-2E-4(E). |
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CSD EVALUATION: Approaches the Criteria

The applicant's narrative details a process for how assessment data will be used and includes action steps for implementing its corrective actions. The process outlines the corrective actions at the school, curricular, and individual level. Additionally, the narrative describes how data would trigger the course to prompt actions and identifies who the responsible parties are. However, the applicant does not provide information on the specific timeline and associated costs that go along with the corrective actions described. Furthermore, the narrative does not provide a process for regularly evaluating the effectiveness of its academic program generally and the effectiveness of specific correction actions or interventions. Lastly, it is not clear in the narrative whether the described processes meet state requirements.

G.(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:

Communication of Assessment Data to Students, Parents, Governance Board, PEC, and Community

Students: Our students are partners in constructing the knowledge that will empower them with a positive self-identity, academic skills, biliteracy, and a culturally responsive enrichment. They are included in conversations, dialogue, and analysis of their progress in all these areas. Any progress report or document reviewed or discussed with the student will include developmentally appropriate participation by the student. The purpose is to listen to the students to understand their perspective of their learning and where/how they think they need to grow in that area. It is important for us at Raíces that students know we listen to them, value their participation, and trust their efforts to do their best.

Role of Dialogue in Communicating Assessment Data to Students: Understanding and practicing the concept that while one person is talking, the other is listening gives a conversation a formal structure that transforms it into a dialogue. At Raíces we are mindful to practice this authentic listening when we are talking with our students about their progress. Purposeful communication with students through dialogue about their learning will include the following:

1. Data folder reviews
2. Assessment (interim and standardized) feedback
3. Report cards feedback
4. Projects

Parents: In accordance with NMSA 1978 § 22-2C-6 (E)-(I), parents will be informed of students' yearly academic progress. Parent/Teacher conferences will be used as an opportunity to discuss student academic progress and any interventions or remediation that needs to be put in place. At Raíces, parents are partners in student learning and development. We begin the dialogue with parents at the Parent Expectations Orientation Session at the beginning of the school. Parents will be provided a comprehensive package of relevant information including key dates on the yearly calendar for parents to plan their availability to discuss their children's progress (See section F. Community/Parent/Employee Involvement in Governance.). This dialogue will be in the preferred language of the parents. They will be invited to share their hopes for their child's academic learning, language development, and positive identity. Our school staff will share the school mission and expectations for students, parents, and school community. Teachers will maintain informal communication with parents through written notes sent to parents at least once a month. The purpose is to share students' academic, emotional, and behavioral progress and to share ways in which parents can continue to support student learning at home. Through these notes, parents and teachers enter into continuous back and forth communication regarding the student's learning and overall well-being.

There will also be quarterly (4 times during the year) Parent/Teacher conferences. During those days, parents and teachers will have extended time to discuss student progress and plans for ensuring student success in school (see Appendix I Yearly School Calendar). A written report card with an agreed upon plan for student success will be provided to parents during or immediately following the

conference. Report cards will be sent home to parents if they are not able to attend the quarterly conference. All communication will provide in Spanish and English.

In addition, parents will receive monthly events updates along with invitations to attend. These school activities are opportunities to engage with their children at school and share their learning experiences. Our community activities will highlight student projects by exhibiting student work that reflects their progress in academic work, biliteracy, and cultural enrichment. Attending these activities provides parents another opportunity to engage in dialogue with teachers and school staff about school goals, instructional approaches, and student progress. This is part of our philosophy to develop a community culture where children and parents are fully involved and integrated into the school community.

Governing Body and School Community: Raíces will share monthly activity updates and school-level progress reports with the Governing Board, Parent Advisory Council, and with the Authorizer three times each year - October, January, and May. The purpose of the sharing is to ensure all stakeholders are aware of the school's activities, professional development plans, and progress in meeting the school's academic and language development goals. Parents and community members will be invited to attend the meeting through flyers, meeting dates listed on the school website, and through social media.

Annual Report for all Stakeholders Including the Public Education Commission (PEC): An annual report will be shared with the Board, Authorizer (PEC), Parent Advisory Council, and community that highlights assessment results and progress each year. The annual report will include student enrollment, progress on academic assessments, student attendance, parent and community participation in school events, and parent survey data. The version of the report sent to the PEC will follow the requirements as set forth by the NMPED.

Modes of Communication

The Governing Body will set policies for meaningful communication with the parents taking into consideration language spoken in the home and the use of pertinent media to guarantee families are informed clearly and in a timely manner. All formal communication to parents will be in English and in Spanish. School Administration will create and utilize several ways of communication to provide a comprehensive system to be in contact with families and community at large. Social media will be implemented to do outreach and provide timely and relevant information on a daily basis to parents. Parents and school community members will be provided an orientation at the beginning of the school year, so they are aware of and know how to navigate the various modes of communication available and they will be asked to give input on the most effective means of communication through surveys and dialogues. Based on this input, the systems for communication will be modified and improved as needed taking into consideration possible budget implications.

Total Points Available	Expectations
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6	<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 the specific sources of student achievement data identified in H.(1) and any other relevant sources of student achievement data;• Provide information that demonstrates the plan is effective in reaching the targeted population and the specific community in which the school plans to locate; and• For elementary level students, ensure to address how the school will meet the requirements of NMSA 1978 § 22-2C-6 (E)-(I).
<p>CSD EVALUATION: Approaches the Criteria</p> <p>The applicant provides a plan of regular communication of student assessment and progress. The plan directs communications to the students up through the New Mexico Public Education Department and the broader community. Students will receive information through dialogue on their learning via data folder reviews, assessment feedback, report cards feedback and projects. Parental communication efforts include parent-teacher conferences and monthly events. Although, the applicant has identified modes of communication, the narrative does not clarify how the communication plan is specified for each source of student achievement data included in H.(1).</p>	

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:

Introduction

Best practice research on charter schools states that the “health and vitality” of a charter school depends on the quality and continued oversight of governance. The components of the school—administrative leadership, teacher excellence and competency, rigorous student achievement and outcomes, parental and community partnership involvement and support, adequate facilities and resources, and fiscal and legal responsibilities—are dependent on the professional management and leadership of the elected and trained volunteer Governance Board.

The Governance Board is a collective body that is representative of the public. The outcomes and obligations are responsive to the community constituencies that include staff, faculty, students, parents, community partners, state and legal entities, and the community at large. Raíces understands that the Governance Board is a group with a “collective” function. The members act and speak as one body in relationship to legal responsibilities, management oversight, planning and policymaking, and fiduciary requirements and regulations.

The Governance Board is a viable ongoing body of members who set the general direction and policy of the school. The Governance Board does not manage the day-to-day operations of the school. The day-to-day administration is given to the Principal, the Governance Board’s only employee. The Principal manages all other faculty and staff.

Raíces Governance Board Guiding Principles Related to School Mission

All members of the Raíces Board must be committed to and honor the following guiding principles which flow from the goals and values implicit in the Raíces Mission Statement and support achievement of the school mission.

1. Raíces prepares K-5 students to enter middle school biliterate in English and Spanish through a 90/10 dual Language two-way immersion model.
2. Raíces creates an experiential learning environment where K-5 students are proficient in all core subjects with participation and exploration in a culturally responsive and academically rigorous curriculum.
3. Raíces implements a culturally responsive K-5 Mesoamerican curriculum utilizing “indigenous ways of knowledge” as part of the curriculum to facilitate and enrich academic learning through a process called Xinachtli.

4. Raíces incorporates Identity Formation through exploration, analysis, and dialogue of personal and circumstantial elements that create personal character. Positive identity formation is promoted by a learning environment that is culturally responsive and presents academically challenging and enriching activities. Through the Xinachtli process students will discover the roots of ancestral Mesoamerican culture in the areas of mathematics, language, oral history, and community building that will facilitate the formation of the student's personal character.
5. Raíces is guided by a community led model to build the foundation to create a relationship of equal partners among administrators, teachers, parents, and students. Raíces engages parents to support their child's achievement through an open, community school environment and to participate in opportunities to serve in leadership roles and learn advocacy skills to navigate educational systems throughout their child's life.
6. Raíces incorporates families in all areas of the school community (e.g., academics, Board membership, resource development) that produce successful and proficient academic learners.
7. Raíces establishes a Governance Board that has oversight and authority to ensure that the school is in compliance with all legal, academic, and fiduciary requirements issued by State and Federal Charter School legislation and the Board participates in ongoing trainings and professional development.
8. Raíces employs and continuously offers professional development to the school's highly qualified administrators, faculty, and staff.
9. Raíces develops and maintains an ongoing professional relationship between a number of community organizations that benefit and enhance the school's mission.
10. Raíces commits to an ongoing self-assessment of all operations including, but not limited to, the Governance Board, curriculum and instruction, the parent council, and staffing patterns.

Raíces Governance Board Roles and Responsibilities

The governance of Raíces is accomplished by the oversight of a seven-member elected volunteer Governance Board (hereafter referred to as the Board). The purpose of the Board is to govern Raíces in accordance with the terms of its Charter School Bylaws (Appendix A) and the Charter Contract approved by the New Mexico Public Education Commission (PEC) in compliance with the NM Charter Schools Act, NMSA 1978, Section 22-8B (2006), et seq. as amended from time to time.

Membership on the Board is open to all community individuals except current staff members or anyone who has any direct role in the operation of the school or is immediately related to someone who does.

The Raíces Board recruits individuals whose qualifications allow the Board as a collective group to provide all the necessary legal, fiduciary, facilities, governance, and academic knowledge and skills

necessary to provide effective oversight in accomplishing the school mission.

The Board's powers and responsibilities include monitoring all legal and fiduciary requirements, facilities compliance issues, policy and governance oversight, and academic performance indicators to see that the mission and charter school contract goals are being accomplished. In addition to all powers conferred upon the Board by the NM Charter School Act, NMSA 1978, Section 22-8B (2006), the Board shall have the power and responsibility to do the following:

1. Perform any and all duties imposed on it collectively by State and Federal laws, by the School's Charter Contract, and the school's Bylaws;
2. Lead, advise, and implement school governance oversight and the general direction of the school;
3. Assist in developing and approving long-term plans, strategic goals, and objectives for academic programs;
4. Hire, supervise, compensate and annually evaluate the Principal of the school;
5. Develop, revise, and approve school policies with input from key stakeholders;
6. Plan and attend monthly public Board meetings that adhere to the NM Open Meetings Act and all Federal and State laws;
7. Implement and adhere to Raíces Charter Bylaws as approved by the NM Public Education Commission;
8. Participate in the development of and approve the required yearly budget;
9. Participate in the financial monitoring process at monthly meetings;
10. Secure an external auditor and participate in the annual audit process where needed;
11. Assume additional financial duties as needs are presented;
12. Attend all required board trainings sessions as required by the NM Public Education Department (NMSA 6.80.5.8). This includes 7 hours of mandatory training --Ethics and Responsibilities, Fiscal Requirements, Understanding and Evaluating Academic Data, Government Requirements, Legal and Organizational Performance Requirements-- plus 3 additional hours of training approved by the PED based on the specific needs of the current board members;
13. Participate in the work of and/or chair Raíces three Standing Committees established in the bylaws: Governance Board Development, Finance, and, Audit Committees;
14. Attend and participate in the work of additional Board established committees described in the organizational framework: Curriculum-School Performance, Facilities, Concilio de Padres-Parents Council, Community Partnerships, and School Development;
15. Participate in annual self-evaluation and the evaluation of an external consultant on Board Development;
16. Serve as final board of appeal for any grievance filed by faculty and staff;
17. Serve as the final board of arbitration for any grievance of a parent or guardian; and
18. Exercise those powers and responsibilities incumbent on officers of a NM Local Education Agency (LEA) and a Board of Finance.

Board Membership Structure, Qualifications, Numbers, Lengths of Terms

Number of Members and Qualifications: The Board shall consist of a minimum of seven (7) members and a maximum of nine (9) members and shall be comprised of community members with a focus on

individuals who bring professional and personal expertise necessary to implement the Charter plan and support the guiding principles. One of the members shall be a parent of a Raíces student to provide

insight directly from the families we are serving. The expertise areas include: fiduciary, budgetary, academic performance, bilingual-biliterate skills, and cultural knowledge of the US/Mexico Border context and Mesoamerican history.

The seven members comprise the traditional organizational structure of a Chairperson, a Vice Chairperson, a Secretary, and a Treasurer that are recognized as the Executive Committee. The remaining members are called Members-at-Large. One of the members at-large will be a Parent position. A proposed group of Board Members is prepared to initiate the charter in the planning year should it be approved by the Public Education Commission in August of 2018. These proposed members understand the school's mission and possess the interests, the talents, and the experience needed to ensure the following mission is viable and attainable:

“Raíces del Saber Xinachtli Community School implements a developmentally appropriate rigorous academic program through an interdisciplinary curriculum that is experiential, participatory, biliterate, child-centered, and culturally responsive. Our students learn Spanish and English, achieving academic proficiency in all subjects in both languages as they develop critical and creative thinking skills.

Raíces creates an environment where students and parents are valued as participants in the construction of knowledge and the creation of a learning community that promotes high academic performance, positive identity formation, and the reclaiming of cultural heritage.”

Professional expertise and talents of proposed founding board members include individuals who identify with the mission through experience in: business and finance; the legal system; academic leadership or management; academic background in teaching, instruction and curriculum development; cultural knowledge and awareness as a producing artist; community leader and parent; and an understanding of Mesoamerican history and the relevant aspects of living in a biliterate, bicultural border community and environment such as Las Cruces and Doña Ana County, near the US-Mexico border.

Length of Terms: Board members are elected for a three (3) year term. Upon completion of that term, a member who wishes to continue serving may request another term from the other members of the Board. Such extensions must be approved by majority vote. No member may serve more than two (2) consecutive three-year (3) terms. The initial term begins upon approval of the school's Charter. Some of the individuals of the Founding Team will serve on the first Board. The initial Board will have three members whose terms are for four (4) years and four members who have three (3) year terms. After the first four-year terms are served, all terms will be three (3) years. This is done to provide Board continuity by ensuring that at no time will the terms of the entire group of Board members be up for re-election in the same year.

Meetings and Schedules: Monthly meetings are on the 2nd Monday of the month at 6:00 pm. The evening time slot allows Raíces' faculty, staff, students, and parents to attend the meetings.

The Board adheres to the Open Meetings Act and publicizes the agenda items, date, time and place as mandated by law and the Raíces Bylaws. Board meetings are held at the school. At the July organizational meeting, the Board approves the Open Meeting Resolution that defines reasonable notice for public meetings. The Bylaws specify a minimum amount of advanced notice for such meetings, but local considerations may necessitate additional time for the notice of meetings.

Officer Structure

The seven-member (7) body which is the minimum number required by the bylaws will consist of four (4) executive officers and three (3) at-large members as follows:

1. Chairperson
2. Vice Chairperson
3. Treasurer
4. Secretary
5. 1st Member-at-large [this member-at-large always will be a Parent position recommended by the Concilio de Padres (Parents Council)]
6. 2nd Member-at-large
7. 3rd Member-at-large

Election of Officers: The Board Members elect the four officers: Chairperson, Vice-Chairperson, Secretary, and Treasurer. The officers are elected for a term of one (1) year, unless sooner removed, and shall serve until their successors are duly elected in the July Board meeting, the beginning of the fiscal year. All the members are assigned to committees and serve as a chair of at least one committee as detailed in section A (1d) Committee Structure.

Executive Officers Duties are as follows:

Chairperson: Serves as Chairperson at all monthly open meetings and adheres to Robert's Rules of Order for management of meetings and serves as Chairperson of the Executive Committee. The Chair is the chief spokesperson before agencies, groups and individuals. Assists in the appointments of Board members to committees. Signs legal documents and business checks. Serves as ex-officio member of the Standing Committees and other Board appointed committees. Attends all required Board training sessions or workshops as designated by the NM Public Education Department.

Vice-chairperson: Assumes the responsibilities of the Chairperson whenever the Chairperson is absent. Serves as Chairperson for the Facilities Committee. Assists other officers in the performance of their duties and solicits nomination for election. Attends all required Board training sessions or workshops as designated by the NM Public Education Department.

Secretary: Leads in the management of accurate and complete records of the meetings, conferences, and activities. Maintains and publishes Board meeting minutes in compliance to the Open Meetings Act for public inspection of records. Affixes signature to Board meeting minutes, contracts, documents and records as required. Serves as Chairperson for the Curriculum/School Performance Committee. Attends all required Board training sessions or workshops as designated by the NM Public Education Department.

Treasurer: Ensures all financial transactions are recorded, maintained, and published in accordance with State and Federal laws and regulations. Works with the school's Business Manager to review reconciliations and financial reports on a monthly basis and guides the Board on the yearly Audit process. Attends with the Business Manager all necessary state trainings and workshops on fiscal responsibilities. Serves as the Chairperson of the Finance and Audit Committees. Attends all required Board training sessions or workshops as designated by the NM Public Education Department.

Member-At-Large duties are as follows:

1st Members at-large: Assumes general duties of the Board. Assists in public outreach, communication and recruitment of students. Serve as Co-Chairperson on the Concilio de Padres/Parents Council and serves on the Community Partnership Committee. Attends all required Board training sessions or workshops as designated by the NM Public Education Department.

2nd Member-at-large: Assumes general duties of the Board. Serve as chairperson of the School Development Committee. Works with the Vice-chairperson on matters regarding the Facilities Committee. Attends all required Board training sessions or workshops as designated by the NM Public Education Department.

3rd Member-at-large: Assumes general duties of the Board. Assists in public outreach, communication and recruitment of students. Serves as chairperson of the Community Partnership Committee. Creates an Ad Hoc Committee on public relations, marketing, and publicity. Attends all required Board training sessions or workshops as designated by the NM Public Education Department.

The Board, at its next regularly scheduled meeting, shall fill any vacancy among the officers. An officer appointed to fill a vacancy shall serve for the unexpired term of his/her predecessor in office.

Should the Board membership be increased to nine (9) members, the new members will be At-large Members and this will allow for spreading committee responsibilities among more Board Members as well as provide additional options for grooming members for officer positions.

Committee Structure

The Board may appoint school specific committees beyond the Standing Committees required in the Raíces Bylaws as it deems necessary for the effective governance of Raíces and those committees may create Ad Hoc Committees to carry out their work as approved by the Board. Members of each committee may be chosen from time to time by the Board and shall serve for such period of time, as the Board shall determine, usually for one year. The provisions described in Article 5, Section 5.2 in the Bylaws, however, shall govern the specific composition major duties of the Board Governance, Finance, and Audit Committees.

Each committee shall have specific duties and outcomes assigned to its permitted activities and shall be incorporated into Raíces policies. The function of any committee shall be fact-finding, deliberative, and advisory to the Board. Committees shall not have authority to take legislative or administrative actions, nor to adopt policies for Raíces. However, the Committees may recommend policy creation that may be acted on by the Board at an open meeting as needed for official adoption of any policy. Each Standing Committee has a Board Member as the Chairperson or Co-Chairperson of that Committee. The Board Chairperson serves as an ex-officio member of each committee. The Principal shall also serve as an ex-officio member of each committee, except where his/her evaluation, tenure, or salary is to be deliberated. The Business Manager shall be an ex-officio member of the Finance and Audit committees. The Director of Operations and Community Engagement is Co-Chairperson with the Members at-large.

Standing committees as specified in Raíces Bylaws shall be:

1. Governance Board Development
2. Finance Committee
3. Audit Committee

Other committees appointed by the Board are as follows:

4. Executive Committee
5. Facilities Committee
6. Curriculum-School Performance Committee
7. Concilio de Padres-Parents Council
8. School Development Committee
9. Community Partnership Committee

Board Committee Appointments:

1. *Governance Board Development Committee* - Two to four people recommended by the Board Chairperson and elected by the Board. Committee shall elect its own Chair. (Board specific and Required in Bylaws, Appendix A)
2. *Finance Committee* - Treasurer is the chair. (Legally Required Committee and a Standing Committee in the Raíces Bylaws)
3. *Audit Committee* - Treasurer is the chair. (Legally Required Committee and a Standing Committee in the Raíces Bylaws)
4. *Executive Committee* - Membership consists of the four Board Officers. Board Chairperson chairs the Committee.
5. *Facilities Committee* - Vice-chairperson is the chair. (School Specific Committee)
6. *Curriculum-School Performance Committee* - Secretary is the chair. (School Specific Committee)
7. *Concilio de Padres-Parents Council* - 1st Member at-large of the Board is the Co- Chair along with a parent Co-Chair elected by the Parent's Council. (School Specific Committee)
8. *School Development Committee* - 2nd Member-at-large is the chair. (School Specific Committee)
9. *Community Partnership Committee* - 3rd Member-at-large is the chair. (School Specific Committee)

Descriptions of the Role, Duties and Activities of the Committees

Board Governance Development Committee: The general duties of this committee is determined by the Raíces Bylaws as one of the Standing committees. There shall be a standing committee composed of 2-4 people recommended by the Chair and elected by the Board at its annual meeting. Each person shall serve a term of two (2) years and the terms shall be staggered. The committee shall elect its own chair. The duties of this committee shall be to

1. study the needed qualifications of candidates for Board positions in consultation with the school Principal and the Parents Council,
2. advertise and recruit potential Board Member applicants that demonstrate the necessary qualifications,
3. screen applications and present a slate of the best qualified nominees for outgoing members

- on the Board,
- 4. present a slate of nominees at the Annual Meeting for Officers and new Board Members,
- 5. recommend candidates to fill vacancies due to resignations and removals that occur at times other than the regular nominating process, and
- 6. provide ongoing orientation and supervision for “onboarding” of new members to the Board.

This committee will also be responsible for ensuring that an annual plan is developed for conducting ongoing development of Board knowledge and skills as needed, and that the plan is in alignment with board training requirements in the New Mexico State Statutes (NMSA 1978, 22-8B-5.1) and as indicated by the annual Board self-evaluation or the assessment of an outside developmental evaluator.

Finance Committee: The Finance Committee is one of the most important committees for the school. Responsible ongoing fiduciary oversight is imperative in a quality Board and for successful school outcomes. To insure financial solvency, the Board assumes a ‘preventive attitude’ to insure financial responsibility by immediately identifying and managing common financial issues to discover fraud and uncover potential school-level vulnerabilities and/or insolvency. Raíces, through state statutes, is a Local Educational Agency (LEA) and the Board is a Board of Finance. This requires constant financial monitoring to ensure solvency.

The committee is comprised of the School Business Manager, Board Chairperson, Board Treasurer, who shall serve as Chairperson, and at least one other member of the Board, and the Principal. The purpose of the Finance Committee is to make recommendations to the Board in the following areas: financial planning, review of the School’s revenue and expenditure projections; monthly review of financial statements, periodic monitoring of revenues and expenditures; and annual budget preparation. The Finance Committee shall also serve as an external monitoring committee on budget and other financial matters, evaluate the Principal’s compensation, oversee the use of funds, and review and oversee the school’s risk management policies and investments. Review and advise the Board on all matters affecting the school’s financial condition.

A national toolkit on school financial best practices suggests, “poor financial management is more common than financial misfeasance or fraud.” The Center for Education Reform identifies the two major drivers of financial failure for charter schools --1) under enrollment and 2) inadequate funding. Failing to attract enough students constrains the school’s main source of revenue since public funding is tied directly to enrollment. Schools that overestimate enrollment may suffer from underlying quality issues. Under enrollment is further complicated when schools fail to adjust budgets and expenditures, especially if enrollment drops during the school year.

They also identify other common financial issues that charter schools face and are important for the Finance Committee to consider when maintaining an overall process of financial solvency. These are:

- 1. a lack of financial expertise among the Board, administration or management;
- 2. facilities-related issues of high rent which exceeds the lease payment allotment;
- 3. cash flow challenges related to delays in per pupil payments;
- 4. failure to properly anticipate and cover funding gaps; and
- 5. inadequate fundraising or unrealistic fundraising expectations.

Audit Committee: The committee is comprised of the School Business Manager, Board Chairperson, Board Treasurer, who shall serve as Chairperson, and at least one other member of the Board, and the Principal. The committee evaluates the request for proposal for the annual financial audit services. The responsibilities include:

1. recommend to the Board the selection of the financial auditor;
2. attend the entrance and exit conferences for annual and special audits;
3. meet with external financial auditors at least monthly after the audit field work begins until the conclusion of the audit;
4. be accessible to the external financial auditors as requested to facilitate communication with the Board and the Principal;
5. track and report progress on the status of the most recent audit finding;
6. advise the Board on policy changes needed to address audit findings; and
7. provide other advice and assistance as requested by the Board.

The Audit Committee shall be subject to the same requirements regarding the confidentiality of audit information as those imposed upon the Board by the Audit Act and rules of the NM State Auditor regarding oversight of yearly audit process and procurement.

Executive Committee: This committee is comprised of the Chairperson, Vice-chairperson, Secretary, and Treasurer and acts on behalf of the board during the interim times between board meetings. The Executive Committee reviews major issues that arise between scheduled meetings and makes preliminary decisions for discussion and voting at the next full board meeting. The Committee can also vet matters that are highly confidential or aren't ready for formal, full board deliberations and can handle routine matters that would otherwise take up the full board's limited time. However, the Executive Committee must always be in compliance with the Open Meetings Act.

Facilities Committee: The Facilities Committee is comprised of the Board Chairperson, Principal, the Vice-Chairperson who serves as Chairperson of the committee, and other members of the Board. The purpose of the Facilities Committee shall be to develop and oversee the school's master plan for its site and facility; implement policies to safeguard the existing facility; monitor ongoing construction projects; and make recommendations for future construction projects. The Committee adheres to all regulations and laws as maintained by the NM Public School Facilities Authority (PSFA). The Committee also assists the Principal in the yearly submission of the paperwork and information needed for the NM Public School Capital Outlay Act (PSCOA) Lease Payment Assistance. The school submits the documents to the Public-School Capital Outlay Council (PSCOC) on a yearly basis to assist in occupying a school site/facility. "The PSCOC annually approves award amounts determined by the lessor of the actual annual lease cost or at a rate of \$736.11 per student adjusted for inflation." All NM charter schools that apply for lease assistance funding are eligible for an award. The Committee, in partnership with the Principal and the Business Manager, prepares the documents for the lease assistance award. To be eligible for the lease award the Facilities Committee has to recommend that the school either lease a facility or enter into a lease purchase agreement to purchase the facility. The Committee develops an ongoing relationship with PSFA and PSCOC to ensure that Raíces is in compliance of all deadlines and regulations regarding facilities management.

Curriculum-School Performance Committee: This Committee monitors assessment accountability for the Raíces K-5 student population and is foundational in examining whether the curriculum is moving students toward progress on specified indicators which are related the major academic education goals. All decisions on curriculum development relate back to the essence of the innovative mission -- "...Our students learn Spanish and English, achieving academic proficiency in all subjects in both

languages and develop critical and creative thinking skills through an interdisciplinary, experiential, and participatory curriculum. Xinachtli, a Mesoamerican (indigenous) pedagogy, is integrated into the curriculum to enrich and strengthen learning, positive identity formation, and the reclaiming of cultural heritage.”

This committee is comprised of the Secretary who serves as Chairperson of the committee, the Principal, and one Member at Large. Additional members include the Board Chairperson, two faculty members, and one community member. The major task of this committee is to monitor whether the academic and mission oriented goals are being achieved by using the school’s curriculum. To monitor the effectiveness of the curriculum, the Committee will review the principal’s monthly reports which will draw on the following sources of both qualitative and quantitative data:

1. product/project outcomes in student portfolios;
2. monthly internal teacher constructed assessments;
3. creative problem-solving activities at classroom learning stations; and
4. scores provided by the assessments implemented throughout the year, particularly those scores which are in indicators of biliteracy and academic proficiency as outlined on pages 56-59 of the academic framework,

The Committee Members will use this wealth of data, both qualitative and quantitative to systematically probe the data for patterns that indicate where the curriculum is on track to accomplish the learning goals and where the principal needs to work with the staff to revise and redirect the curriculum plan.

As educational reform is an on-going and organic process, the Raíces Curriculum-School Performance Committee will partner with teachers to review the Standards Requirements and make sure the curriculum is still in “alignment.” NM has adopted the Common Core State Standards Initiative and all curriculum development adheres to this initiative.

Assessment requirements for NM public schools were mandated by NM state lawmakers in 2011 with the basic requirements established for schools to achieve an A, B, C, D, or F grade for annual accountability [§22-2-1, §22-2-2, and §22-2E-1 to §22-2E-4] [6.19.8.1 NMAC – N, 12-15-11] within the jurisdiction of the NM Public Education Department. The Board, with reports and guidance from the Curriculum-School Performance Committee, must understand and assess if the curriculum is producing proficiency in accountability standards. The approved grading model serves as the state’s Elementary and Secondary Education Act (ESEA) accountability method. Schools are monitored on three factors; current performance; growth; and other academic factors considered important for student learning.

Concilio de Padres-Parents Council (Concilio): The Concilio is comprised of family members of students attending Raíces. The purpose of the Concilio is to develop a partnership between the Board and the parents/families or caregivers of the students in order to advance successful academic outcomes adhering to the school’s mission. In addition, the Concilio addresses school needs, growth/recruitment of students, and extracurricular activities. It serves as the major outlet to collect family feedback on important issues facing the Raíces community. The Concilio acts in an advisory capacity to the Board.

The Concilio meets on a monthly basis at the school site to discuss various ideas, opportunities, issues, and concerns. The Concilio submits any recommendations to the Board and Principal via the

Concilio elected parent Co-Chair of the Body and the other Co-Chair who is a Board Member, the 1st Member-at-Large. The Board may request periodic reports or updates from the Concilio. The Concilio recommendations of a policy nature (such as curriculum, student confidentiality, or dress code) shall be reviewed and approved by the Board before being adopted.

The Concilio may advise the Board and the Principal on school programs, marketing, fundraising, public relations, cultural events, and community outreach. The Concilio contributes to the development of the Raíces long-term strategic plan.

The At-Large Board member who Co-chairs the Concilio is required to attend monthly Concilio meetings and serve as a liaison between the Board and the Concilio. In addition, the Raíces faculty nominates one faculty member each year to serve as a liaison between the faculty/staff and the Concilio. This faculty liaison reports to the Concilio on activities, opportunities, and challenges at the School. The parent elected Co-chair of the Concilio and the faculty liaison, together, take Concilio recommendations and concerns to the Principal and faculty/staff.

Once the Concilio is well established, the plan is for the Concilio to select and recommend to the Governance Board Development Committee the person who will serve on the Board as 1st Member-at Large. This person will need to meet Board requirements for attendance and Board duties.

School Development Committee: The 2nd Member-at-large serves as the Chairperson of the Development Committee. Other members include three Board members, the Board Chairperson, three community members, a faculty/staff member, and the Director of Operations and Community Engagement. Additional members may be added to the general committee or as needed for special projects. Primary activities of the committee are to:

1. Develop a plan for fundraising goals and assess progress in meeting the goals;
2. Establish fundraising policies and prospects of increased levels of contributions;
3. Cultivate major gift prospects;
4. Demonstrate leadership in soliciting gifts/funds of various cash values required for annual, special, and planned giving programs;
5. Arrange for Board, staff/faculty, and parents to attend fundraising and development trainings;
6. Inform Board of any potential conflict of interest issues;
7. Examine national development trends and analyze their implication for the future; and
8. Be mindful of the unique opportunity of “non-traditional” fundraising capabilities that the diverse family experiences bring to the school.

Community Partnership Committee: The Community Partnership Committee is comprised of the Raíces Director of Operations and Community Engagement, who will serve as Co-Chairperson; the Principal; the Board Chairperson; the 3rd Member-at-large, who serves as Co-Chairperson; two Concilio/Parents Council members, and at least three community members. The purpose of the Committee is to create a working and ongoing relationship with a number of community groups, faith based groups, nonprofit organizations, Early Childhood Development groups or institutions (Head Start, Healthy Start, child care providers at home, and Pre-K schools), businesses sector, Las Cruces Public Schools, New Mexico State University, Educators, Foundations, the Doña Ana Community College, the City of Las Cruces, The Doña Ana Department of Health, the Doña Ana County offices and elected officials. The committee explores, defines, and creates a variety of mutually beneficial opportunities, programs, and events that supports Raíces mission as a community school and the culturally diverse learning process used as a way for students to learn about their indigenous cultural

roots, thus creating innovative community partnerships.

Ad Hoc Committees: The Board Chairperson, with the consent of the Board, may create Ad Hoc committees and delegate tasks to such additional committees as appropriate. Each Ad Hoc Committee shall have a charge specific to its permitted activities and that charge shall include the date on which the Committee is to present its final report to the Board and then is dissolved. Members of Ad Hoc Committees shall be drawn from those parents and faculty/staff of the Raíces community who indicate interest in serving on the Ad Hoc Committee and from such others as may be deemed appropriate by the Board.

Any member of a Committee may, at any time, resign by giving written notice to the Chairperson or the Secretary and, unless otherwise specified therein, the acceptance of such resignation shall not be necessary to make it effective. The Board may remove any member of a Committee whenever in its judgment the best interests of the Raíces would be served thereby.

Members of Board Committees shall not receive any compensation for their services; however, they may be reimbursed for reasonable expenses in accordance with the NM Mileage and Per Diem Act. (NMAC 2.42.2.1 to 2.42.2.14)

Board Member Selection, Discipline, Resignation, and Removal Processes

Board Selection: The initial Board proposed in this application is composed of some individuals from the founding team who have been working together on the charter school application for approximately two years and several persons who have been recruited and vetted by the team [See Section A (2) for details on their Qualifications]. Once the initial Board is in place the Governance Board Development Committee required in the bylaws will take over the process of recruiting, evaluating, screening and recommending new members to the Board. A very detailed description of this process is outlined in Section A (3) of this Part II of the Application - Organizational Framework.

Discipline: If a Board member fails to abide by the rules for Board Members specified in the code of ethics or the other four major reasons for removal listed below in the subsection titled "Removal", the Member will be given a warning in writing and 30 days' notice to provide a response for how they will improve their behavior in response to the specific charge. If a response is not forthcoming within the 30 days, the Board will then give 30 days' notice of the vote to remove them from the Board with the time, date, and location specified in the letter.

Resignations: Any Board member may resign at any time by giving written notice to the Board Chairperson. The date of the resignation letter will be the effective date of the resignation in compliance with the bylaws (Article 2, Section 2.6).

Removal: Any member may be removed by a majority vote of the Board whenever the collective Board believes the removal is in the school's best interest to accomplish the mission of the school. Note that to avoid any impropriety or conflict of interest and per state statute, no Board member can receive funding from the school, as either a contract worker or in any other capacity, therefore a Board member must resign from the Board prior to entering into contract or accepting a paid position at the School.

The bylaws specify that the board may remove any Officer or Board Member by a majority vote of the entire Board at any regular or special meeting of the Board, provided that written notice of the

reason or reasons for the proposed removal shall have been delivered by electronic mail with delivery of receipt confirming the message was delivered to the recipient's email server, or Read receipt confirming the recipient viewed the message check box, or by Registered Mail to the Officer or Board Member for removal at least thirty (30) day before any final action is taken by the Board. The date, time, and location that the action is to take place must be included in the statement informing the Board Member of the Board's intention of removal. Reasons for removal shall include:

1. failure to meet Board Meeting attendance requirements,
2. failure to disclose a conflict of interest,
3. failure to comply with the Board approved code of ethics, and
4. moral turpitude, which is conduct that is considered contrary to community standards of justice, honesty, or good morals.

The Officer or Board Member shall be given an opportunity to be heard on the matter considered by the Board at the time and place stated in the motion. Once the initial Board is in place, it will develop a detailed code of ethics for Board Members to abide by once it is approved by a formal vote of the Board.

Total Points Available	Expectations
8	<p>A complete response must</p> <ul style="list-style-type: none"> • Include governing body bylaws in Appendix A; and • Summarize <u>key</u> governance components in the application response as follows: <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.
<p>CSD EVALUATION: Meets the Criteria.</p> <p>The applicant's response includes the governing body bylaws that clearly and concisely summarize all key governance components required by statute and in this application. The governance of the school is accomplished through the oversight of a seven to nine member-elected volunteer Governance Board. Members are elected for a three (3) year term. Upon completion of that term, a member who wishes to continue serving may request another term from the other members of the Board. Such extensions must be approved by majority vote. No member may serve more than two (2) consecutive three-year (3) terms.</p> <p>Membership on the board is open to all community individuals except current staff members or anyone who has any direct role in the operation of the school or is immediately related to someone who does.</p> <p>The board's powers and responsibilities include monitoring all legal and fiduciary requirements as outlined in Appendix A. The board's committee structure includes both legally required committees and</p>	

school-specific committees and the narrative details the selection process, responsibilities, membership, and length of service terms. The narrative indicates the board may appoint school specific committees beyond the Standing Committees required in the applicant's bylaws as it deems necessary for the effective governance of the school and those committees may create Ad Hoc Committees to carry out their work as approved by the board.

Finally, the applicant's bylaws summarize key governance components in the member selection, discipline, and removal processes.

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 (e.g., ensure student success, develop, implement, oversee the management of public funds, and oversee the proposed school's compliance with legal obligations).

APPLICANT RESPONSE:

Qualifications of Governance Board:

The governance of Raíces Del Saber Xinachtli Community School (Raíces) is accomplished by the oversight, leadership, and direction of a seven-member elected volunteer Governance Board (Board). The purpose of the Board is to govern Raíces in accordance with the terms of its Charter School Bylaws and a Charter Contract approved by the NM Public Education Commission (PEC) and in compliance with the NM Charter Schools Act, NMSA 1978, Section 22-8B (2006), et seq. as amended from time to time.

The proposed seven-member Board shall be comprised of persons from the community-at-large, with a focus on individuals who bring professional expertise in areas that the Board has identified — fiduciary, budgetary, academic proficiency, bilingual and bicultural skills and knowledge, cultural diversity, Mesoamerican history, and US-Mexico border cultural knowledge. One of the seven members plans to enroll her child in Raíces. The qualifications and skills of the Board demonstrate that they have the capacity, knowledge, and experience to give oversight to a successful, high-quality public school.

The twelve (12) person Founding Team (Founders) of the Charter School are a dedicated group of individuals who have invested their expertise and an enormous amount of time in creating an organic proposal for a charter school that is rooted deeply in the community it intends to serve. The founders and this group of advisors is comprised of individuals who represent all the components of the mission:

- Academically competent and experienced professionals;
- Mesoamerican historians, experts, educators, artists, and anthropologists;
- Bilingual and biliterate educators, administrators, parents, and community leaders;
- Fiduciary, business, and financial experts and business leaders;
- Retired charter school academic leaders and administrators and current public school academic leaders and administrators; and
- Community leaders of the culturally based population that represents the student body.

The collective experience, knowledge, and expertise of the Founding Team is the foundation of the initial Board and sets the precedence for future Board membership. From the twelve founders, five will become members of the first Board along with two other members recruited by the founders. In addition, the written Bylaws state Board Members as a collective group will represent all the components needed to administer and lead Raíces in compliance with the original vision and mission of the biliterate and multidisciplinary K-5 curriculum.

As the five members of the founding team transition to the first Board along with the two additional Members identified by the Founders, regular monthly meetings will begin during the planning year as soon as the application is approved. This will ensure that all state and federal statutes and administrative codes that govern the charter school and the relationship with the Charter School Division of the NM Public Education Department (NMPED) are honored and incorporated in the management of the school.

The Founding Team represents years of successful academic leadership and administration as well as being innovators and leaders in their respective professional careers. All future Board members will possess the same well-rounded qualifications as the first Board. The Board adheres to the mandatory NMPED ten hours of trainings. In addition, the Board governance plan allows for continued Board development and internal trainings.

The Board understands it is responsible for the hiring, evaluating, and dismissal of the Principal should the principal's evaluation necessitate a dismissal. When hiring the Principal, the Board requires the individual to be a licensed and experienced highly qualified school leader. The Principal is the only staff person that the Board hires and oversees. The Principal is responsible for all other academic and nonacademic personnel. The Principal also must possess specific academic and cultural aspects of Raíces --Mesoamerican Indigenous knowledge, bilingual pedagogies and strategies, awareness of US-Mexico border culture and population, excellent interpersonal communication skills with parents and community partners, bilingual and biliterate knowledge.

The Board diligently adheres to all the State and Federal laws, regulations, and requirements that ensure academic success and competency and partners with the Principal to implement best practices, strategies, and training that highlights student academic success including all the required testing and assessment protocols to document student success.

The Board demonstrates their financial performance knowledge, stewardship, and management of State and federal public funds by their monthly review and oversight of monthly financial budget and reports and leadership and participation in all aspects of the budget and audit process. Successful compliance with all fiduciary responsibilities eventually has an outcome of a clean audit process. In addition, Raíces, is a State authorized charter school and serves as an LEA and the Board is a Board of Finance. This requires additional training and financial capabilities of the Board. Several of the Founding Team members have attended all the PED's application trainings and all the Founding Team members continue to "self-educate" in the content, responsibilities, legal regulations, and qualifications of being a competent Board member by meeting regularly to discuss, evaluate, and understand all the financial, legal, operational, and academic components to a charter school. The Founding Team will attend the upcoming PED required trainings and will bring in selected consultants to assist in developing and acquiring knowledge of regulations, applications, best practices techniques, and leadership skills needed to move on to be an effective, highly qualified Board Members.

The Board understands its leadership role in academic performance oversight of Raíces in offering a rigorous learning curriculum and balanced assessment process that produces successful student academic outcomes of proficiency in all core subjects including the integration of a Mesoamerican, culturally relevant curriculum. The Board hires, leads, and evaluates a highly qualified, proficient educational leader in the position of the Principal, the Principal of the school. The Principal leads the staff to produce successful yearly assessment outcomes. In addition, the Board learns to analyze,

understand, and adjust academic strategies to continually produce high ratings on test outcomes and will strive to be a grade “A” charter school.

Five of the twelve Founding Team members will be the first Governance Board. They support the application and will have overseen Raíces from the application process to the opening, implementation, and continuation of a fully operational NM Charter School adhering to all State and Federal laws and regulations. The Founding Team members that choose not to be on the initial Board will remain as advisors on selected committees or active community supporters of Raíces.

Proposed Board Member Biographies

Jane Asche: Dr. Asche is a retired educator and community development specialist. She holds a B.S. in Chemistry and Mathematics from Ball State University, an M. A. in Elementary Education from Northern Arizona University and an Ed.D. in Adult and Continuing Education from Virginia Polytechnic Institute and State University (VPI & SU), the Virginia Land Grant University. During the first 20 years of her career, she taught at the Elementary, Middle School, and High School levels, and at the graduate level at VPI & SU where she was an Associate Professor with a split appointment between the College of Education and Cooperative Extension. Her focus in education has been on engaging the most at-risk students on a path to academic success.

Her doctoral degree had a special focus on the management of nonprofits and voluntary action at the community level. In the Extension Division she was a member of a special unit in the University known as the Center for Leadership and Volunteer Development. In that capacity she worked with many boards, councils, and government agencies on board development and strategic planning. She has been a national trainer and author for creating community-business-school education partnerships with 30 years of experience in building community-education partnerships. She is driven by a passion to increase equity of opportunity in education for all children and families that they might achieve success in education and life.

Rocio Benedicto: Rocio holds a BA in Political Science, an MA in Educational Development of Learning Technologies, and is working on a Ph.D. in Curriculum and Instruction from NMSU. Her dissertation which is in progress is titled *Breaking the Cycle of Deficit Thinking: A District’s Journey to Providing an Equitable Math Education for Every Student*. She is the Principal Investigator/Director of *Collaborating for Outstanding Readiness in Education (CORE)*. CORE believes that all students have a right to an equitable and just education that prepares them for their future. CORE projects focus on improving K-3 student learning outcomes in reading, writing, mathematics and behavior by supporting classroom teachers in improving their instruction to meet the needs of all of their students.

Rocío has been a teacher of English Language Learners for more than 25 years in K-12 and university classrooms in the United States as well as in Mexico and Russia. She has been engaged in supporting teachers’ instructional improvement in New Mexico for over 15 years, specifically in the areas of bilingual education and mathematics instruction for English Language. As part of statewide initiatives to improve literacy and mathematics education in New Mexico she has successfully worked with districts to improve the outcomes for their students, specifically the outcomes for English Language Learners and Students with Disabilities. Additionally, she has instructed in New Mexico State University’s Teacher Education Program, Bilingual Education program and Educational Development of Learning Technologies program. In 2008, Ms. Benedicto was recognized as one of the National Science Foundation’s Promising Young Researchers. Ms. Benedicto has presented at many

conferences in the United States and in Mexico in an effort to bring light to the issues and challenges that English Language Learners face in the math classroom.

Monika Garcia-Tellez: Ms. Garcia Tellez is a parent who has succeeded in life in spite of tremendous obstacles in her life as a young immigrant to the United States. She was born near C.D. Juarez, Mexico, and her parents brought her to the U.S. when she was six years old. They migrated from El Paso, Texas, to California. Going to school as a young child in California was very difficult because there were very few people who spoke Spanish in the area where she was living. The transition was brutal, but she survived and went on to earn her General Education Diploma and begin taking basic college courses and received her permanent residence card. She found it difficult to pursue a college degree without any support and this is one reason she now has a passion for supporting minority children in receiving a quality K-12 education and creating avenues for advanced study.

Ms. Garcia-Tellez has extensive volunteer experience in supporting children in high-risk situations. She served over four years as Youth Leader Coordinator for RECATE (Rescue), a church group dedicated to rescuing children from living on the streets. She returned to school and earned a degree as a medical assistant. She then worked in a doctor's office for six years. She moved to Las Cruces in 2001 where eventually she served as president of the Parent Teacher Organization for three years in her daughter's school. As PTO president, she took a parent engagement course, the "Abriendo Puertas" program, provided by the "Fronteras Institute" in Las Cruces to understand how school systems worked; expectations of school accountability and testing systems; and what parents needed to know to support their children's education. She graduated with honors from that program. At the same time, she also assisted the organization Border Network for Human Rights where she eventually became a speaker for the organization officially representing the voice of the community. Ms. Garcia-Tellez' work with the Border Network for Human Rights resulted in her traveling to Washington, DC to speak with Senators about human rights, deportation, and migration issues among other topics confronting our community.

She currently works as a bilingual English/Spanish language interpreter at Cyracom and enjoys helping others overcome language barriers. She is a person who has a deep understanding of the many immigrant families that live in the U.S.-Mexico border area. Her passion is to continue her own learning journey, serve others in need, and support children in receiving the best possible education that will prepare them to be our future leaders.

Luis Huerta: Dr. Huerta is an Associate Professor of Early Childhood Education at NMSU since 2003. He holds three B.A. degrees in Elementary Education, Pedagogy, and Educational Sciences from the University System in Monterrey, Mexico, receiving them in 1982, 1987, and 1992; receiving an M.A. in Higher Education from Universidad Autonoma de Nuevo Leon in 1997; and receiving a Ph.D. in Curriculum and Instruction from NMSU in 2003. He has extensive specialized training in the areas Active and Cooperative Learning, Writing Groups, Technology Assisted Learning, and Training for NM Early Learning Guidelines: Birth through Kindergarten. He also has an extensive background in teaching and mentoring undergraduate and graduate students in the field of education and supervising their field and clinical work. He has taught numerous courses focused on multicultural and bilingual education and working with the parents of young children. His professional background is highly related to the skills and knowledge required for a successful bilingual, biliterate school in the borderland that incorporates indigenous pedagogy as a teaching-learning strategy.

Nicholas Natividad: Dr. Nicholas D. Natividad is an Assistant Professor in the Department of Criminal Justice at NM State University. He received his Ph.D. in Justice Studies from Arizona State University

with a concentration on issues of social justice in crime and law. His research and teaching interests include: borderland studies, race and identity studies, indigenous jurisprudence, immigration, and diversity in higher education scholarship. He currently serves as a Dean's Fellow in the College of Education at NMSU and is a Fellow in the New Leadership Academy at the University of Michigan. Dr. Natividad is an avid advocate for community engagement initiatives and believes education should offer outlets for students to learn from and give back to their communities. He is the co-founder and former Director of the Nepantla Program which serves underrepresented, first-generation college students and works with high school educators, students, family members, and administrators to establish a college-bound culture in the community.

Irene Oliver-Lewis: Ms. Oliver-Lewis has 40 years of experience as an arts producer, teaching artist/scholar, and administrator. Her expertise is in Latino/multicultural, arts, education, and humanities projects. She has been a resident artist with the National Endowment for the Arts in the Pacific, Las Cruces Public Schools, and NM Arts. As a theatre director, actor, and storyteller, she has performed throughout the United States and internationally in Scotland, Japan, Mexico and Korea. In 1996 she became the Executive Artistic Producer for the non-profit Court Youth Center and developed an award-winning arts-based charter high school, Alma d' Arte. The school opened in 2004 as the first charter high school in Dona Ana County and became the first state-chartered school in Southern NM in 2009. In 2014 the school became part of the Las Cruces Public School Court Charter School Complex, a physical site for two charter schools—Alma and the K-8 J. Paul Taylor Academy. She has received numerous regional and national awards including the highest arts award in New Mexico—the Governor's Arts in Excellence Award in 2006. She retired from Alma d' Arte in 2014.

Ms. Oliver-Lewis is a Community Arts Advocate, a Creative Economy Entrepreneur and is an appointed member of the City of Las Cruces Economic Development Committee and Ex. Officio Member of Film Las Cruces. She integrates arts learning, arts production, and arts in leisure throughout her professional, cultural and community work. She has a motto, "Art. Everyday. Everywhere." This belief has allowed her to have the vision and tenacity to create and implement a number of innovative programs and projects throughout the community and the state. She is recognized as a leader in positive youth development, private/public partnerships, and co-sponsor of numerous local, state, and regional events.

Ray Reich: Mr. Ray Reich has been a resident of the U.S.-Mexico border region for over 30 years with family roots in the area that are traceable to 16th Century. He is an artist and retired business entrepreneur with 50 years' experience in business, manufacturing and international trade. Mr. Reich holds a Bachelor of Science cum Laude in Psychiatric Social Work and has thirty years of experience in El Paso doing mentoring, consulting, and counseling individuals and families in matters from employment to drug abuse intervention services. As an entrepreneur, Mr. Reich has established two successful companies. Reichnet International, a sole proprietorship specializing in the purchase for resale of commodities internationally. The company created commodity teams in China, Russia, Saudi Arabia, Egypt, Israel, Mexico and the United States. Trade relationships between these groups were established and instruments for credit and easing of trade and purchase scenarios became a reality. Commodities such as grains, cement, clothing and technologies were bought and sold.

Mr. Reich consulted with corporations and individuals in the area of foreign and domestic trade. He also established ALLREICH, LLC which has recycled 10's of millions of lbs. of metals and plastics and reclaimed and recycled tons of materials destined for landfills. Mr. Reich also has 18 years of experience as the Sales and Service Manager for Lopez Scrap Metal, Inc. During his service, he was able to increase sales progressively by building a client base for international recycling, increasing

profits from \$8 million in 1997 to \$120 million in 2014. He also trained and coordinated sales and service departments allowing orderly growth and service; built strong client confidence, and loyalty, promoting client retention; coordinated clients logistics needs with available projected company resources; and established an environmental profile to engender client and community confidence in recycling. Mr. Reich's passion for improving the experience of children in the border region and his business expertise will provide the board with the needed logistics, budget, and service background to lead the Board in developing creative solutions in running the school's operations effectively.

Board Member	Relevant Areas of Skills and Knowledge
Dr. Jane Asche	Extensive skills, experience, and academic background in board development, board financial management, strategic planning, community and volunteer development, and building community-school partnerships
Ms. Rocio Benedicto	Extensive expertise, experience, and academic background in bilingual education, cross cultural pedagogical methods, literacy and mathematics instruction, especially with English Language Learners; fluent in English and Spanish
Ms. Monika Garcia Tellez	Bilingual interpreter skills; knowledgeable on training parents as advocates for their children's navigation of the educational system, the experience of being an English Language Learner (ELL), a parent's perspective on the needs of an ELL child; fluent in English and Spanish
Dr. Luis Huerta	Expertise, academic background and knowledge in curriculum development for early childhood and elementary education, the coaching and mentoring of teachers, multicultural and bilingual education; fluent in English and Spanish
Dr. Nicolas Natividad	Expertise in justice studies, borderland cultural/ethnic studies, race and identity formation, and community engagement activities; and is a Liaison to the NMSU College of Education; fluent in English and Spanish
Ms. Irene Oliver-Lewis	Renowned skills and knowledge in the cultural and performing arts in the education setting and community, experience and knowledge of successfully founding and operating an effective charter school, very knowledgeable of NM laws, regulations and statutes pertaining to charter schools, and facilities management and maintenance; fluent in English and Spanish
Mr. Ray Reich	Extensive experience and knowledge related to business finance, logistics, and business management skills; extensive experience in the field of social psychology and social work in the borderland context; fluent in English and Spanish

These individuals collectively possess a strong set of skills that are highly related to the Raíces Mission, academic performance goals, and financial and business management of a public education enterprise and a charter school. When adding additional members, the Board will concentrate on recruiting persons with a legal background and additional bookkeeping and/or accounting skills.

Total Points Available	Expectations
4	<p>A complete response must</p> <ul style="list-style-type: none"> • Identify all qualifications and skill sets that the governing body will require and ensure those 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; • 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; and • 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 government accounting; ○ Ensure compliance with legal obligations related to government organizations and public schools; ○ Select and oversee a qualified and highly effective school leader; and ○ Support the applicant team in moving from an application to a fully operational school.
<p>CSD EVALUATION: Meets the Criteria.</p> <p>The applicant's response thoroughly identifies all qualifications and skill sets the governing body will require and ensures they are represented within its regular membership. The proposed seven-member Board shall be comprised of persons from the community-at-large, with a focus on individuals who bring professional expertise in the following areas: fiduciary, budgetary, academic proficiency, bilingual and bicultural skills and knowledge, cultural diversity, Mesoamerican history, and US-Mexico border cultural knowledge.</p> <p>Additionally, the narrative specifically addresses how the governing body will have the skills to support the applicant team in moving from an application to a fully operational school. They state "The twelve (12) person Founding Team (Founders) of the Charter School are a dedicated group of individuals who have invested their expertise and an enormous amount of time in creating an organic proposal for a charter school that is rooted deeply in the community it intends to serve. The founders and this group of advisors is comprised of individuals who represent all the components of the mission:</p> <ul style="list-style-type: none"> - Academically competent and experienced professionals; - Mesoamerican historians, experts, educators, artists, and anthropologists; - Bilingual and biliterate educators, administrators, parents, and community leaders; - Fiduciary, business, and financial experts and business leaders; - Retired charter school academic leaders and administrators and current public school academic leaders and administrators; and 	

- Community leaders of the culturally based population that represents the student body.”

The applicant plans to bring five members from the Founding Team on the first board along with two additional members that will be recruited by the Founders.

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:

Selection of New Board Members

New Members of the Board will be recruited, evaluated as to suitability for Board Membership, and presented for a formal vote for membership on the Board by the Governance Board Development (GBD) Committee as specified in the Bylaws (Article 5: Section 5.2) using the following steps:

Action Steps	Timeframe	Responsible
Create chart of needed skills and characteristics for a well-rounded board.	Update annually in July	GBD Committee
Use chart to survey and record current members' skill areas and characteristics to create a composite picture of skills, characteristics, and gaps at a glance.	Update annually in August	Committee Chair
Use data from step 2 to determine the current needed qualifications of candidates for Board positions in consultation with the school Principal and the Parents Council.	Update annually in September	GBD Committee
Advertise and recruit potential Board Member applicants that demonstrate the necessary qualifications <ul style="list-style-type: none"> • within 15 days of a vacancy so that the board member can be replaced within 45 days of a vacancy on the board, and • within no less than 90 days before the annual meeting in July for new board members to fill expired terms. 	As soon as vacancy occurs or no less than 90 days before annual meeting	GBD Committee
Recommend candidates in writing to fill vacancies due to resignations and removals that occur at times other than the regular annual nominating process.	No later than 10 days before next Board Meeting	GBD Committee
Board votes in an Open Public Meeting on nominee to fill vacancy	No more than 45 days from official vacancy	All Board Members
Interview and Screen applications and present a slate of the best qualified nominees to replace outgoing members on the Board at July Annual Meeting.	No less than 30 days before July Meeting	GBD Committee Chair and Principal

Board votes in an Open Public Board Meeting to elect new members at the annual meeting.	At annual meeting in July	All Board Members
Provide ongoing orientation and supervision for “onboarding” of new members to the Board	Begins before 1 st Board Meeting & Ongoing	GBD Committee

Further Elaboration on the Process

Once the Governance Board Development Committee seeks out identified individuals who possess the specific experience and expertise needed to fill the vacancy, identified individuals will submit a letter of interest briefly outlining the skills and expertise they possess which make them a strong fit for the Board and stating specifically why they would like to be a Board Member. This letter will be submitted to the Board by the Committee.

In order to fill the parent member requirement, the Concilio (Parent Council) recommends one family representative to serve as a regular Member-At-Large of the Board. This nominated individual will go through the same selection process as outlined for other members.

The Chairperson and the Principal will meet with an identified individual for Board Membership and assess his/her leadership experience, time constraints, level of commitment, experiences, goals, expectations and then decide if the person fits the mission, vision, core values, and is a potential member for the Board.

The Identified person is expected to attend a regular Board meeting to better understand the scope of the Board’s work and to have an opportunity to meet the other members. The Board Chairperson may ask for their input regarding Board business in order to assess their insight and understanding of the agenda items and relationship to the business of the school and professional fit.

The Board votes, during an open public meeting to select a new member to the Board. The action item is included as part of the Board agenda and requires a resolution that current members of Board vote on. A majority vote selects a new member.

The Board adheres to the concept of “onboarding” for new Board members and initial committee members. Methods used in this process include formal meetings, lectures, videos, printed materials, or computer-based orientations to introduce newcomers to their new roles in the organization while at the same time ensuring that new Board Members attend the PED Required Board Training within 30 days before becoming a voting member as specified in the NM State Statutes and Administrative Codes (NMSA 1978, 22-85-5.1 and NMAC 6.80.5).

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

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| | <p>process, including identification of action steps, timelines, and responsible parties;</p> <ul style="list-style-type: none">• 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); and• Describe how the processes will ensure that governing body members are vetted appropriately to ensure they are able to meet the obligations and fulfill the responsibilities of governing body service. |
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CSD EVALUATION: Approaches the Criteria

The applicant's response provides an adequate plan for selecting initial governing body members that includes succinct action steps and timeframes by which the Governance Board Development Committee must complete them. The brief description in the response addresses when announcements will be placed, indicates data will be used to make determinations on the skills and qualifications needed, the timeframe by when candidates will be recommended to fill vacancies, and when applications will be screened to replace outgoing members. It is unclear how the committee will implement each action step or what the process will be to recruit and evaluate new members.

Furthermore, the applicant has not identified a complete process for regular and on-going recruitment. Based on the narrative it is activated only when a vacancy appears on the board. Additionally, the applicant did not provide a fully-detailed process for vetting its potential members to ensure they meet the credentials and experience the board is seeking.

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.

APPLICANTA RESPONSE:**Governance Board Training and Evaluation**

The Raíces Board understands the importance of board training and professional development. Every best practice research proves that quality governance is achieved when the governing body is aware and continuously relates back to the organization's mission and Bylaws. The Public Education Department (PED) currently requires ten hours of training. Raíces Board and the Principal will schedule the trainings in the school's yearly calendar. At least four of the Founding Team members have attended all the PED trainings for the application process and have shared the content information with the entire group in meetings after the trainings attesting to the fact that the group is very diligent and committed to its role as an educated and informed group of founders, five of whom will serve on the initial Board.

Seeing that Board training takes place will be the responsibility of the Governance Board Development Committee as spelled out in the Article 5: Section 5.2 of the Bylaws. A first step in Board training and "onboarding" of new members will be orientation to the Board Handbook and meeting state requirements for new member training before a new Board Members first official meeting as a Board Member. Monthly updates to Governance Board training will be made at each Governance Board Development Committee meeting on 1) progress toward meeting the annual 10 hours of required training for each new and returning board member, and 2) addition of any new state requirements for governance board training or recommendations of the committee based on Governance Board performance monitoring.

Contents of Governance Board Handbook

The roles and responsibilities of the Board will be developed and documented in a Board Handbook upon approval of the charter by the Public Education Commission (PEC). The Founding Team already has a working book which includes all the training materials, and these will serve as the foundation to the Board Handbook. The Handbook will initially include the following sections and materials.:

Governance Board General Information:

1. The charter school's governance structure and reporting lines,
2. The roles and responsibilities for the Principal and the Board,
3. How meetings are conducted and how issues with parents and staff are addressed,
4. How meetings are documented in the minutes and in compliance with the Open Meetings Act, Charter Bylaws, and Contract,
5. Copy of the original charter contract, bylaws, and past and current board members, and
6. Updates on bylaws and contract as needed.

Trainings:

1. A training schedule developed on a yearly basis in collaboration with the school's calendar and all required trainings by the NMPED as required in the NM State Statutes (NMSA 1978, 22.8B-5. 1,

2. All board member trainings in basic board function and responsibilities, and
3. Orientation requirements for new Board members which must be completed before attending the first official Board Meeting.

Strategic Planning and Goal Setting:

Copy of Annual Strategic Plan that ensures that the board adheres to its original intent for charter school.

Election of New Members and Important Forms to be Signed:

1. The process for and frequency of elections for new board members as outlined in the Bylaws and the charter contract,
2. Copy of the Board Member Agreement signed by all Board Members at the time elected, and
3. Copy of the Governance Board Conflict of Interest Disclosure statement which must be filled out and signed by all Board Members (See Appendix S).

Board Evaluation

Governance Board evaluation again will be the responsibility of the Governance Board Development Committee as specified in the Bylaws Article 5: Section 5.2 and will take place annually adhering to the following processes and timeframes:

1. A Board Self Evaluation survey will be developed and/or updated by the Governance Board Development Committee using materials from NMPED and the Center for Nonprofit Excellence and will incorporate a large array of academic and operational performance data,
2. The Self-Evaluation survey will be taken by individual Board members at mid-year and end of year,
3. The self-evaluation data will be aggregated and discussed,
4. Based on self-assessment data and feedback from other stakeholder groups including teachers, parents, students, and authorizer an annual consultation with an external evaluator will be conducted, and
5. A plan of action will be developed to address Board weaknesses or gaps in knowledge, skills, and Board monitoring processes.

Money has been built into the budget to provide for reimbursement of travel costs for Board members to travel to the 10 hours of required training by the NMPED and also for producing materials for the “onboarding” orientation of new members (See Appendix G). This includes making sure the Board Members attend the first 7-hour training session by the NMPED before actually being seated as a voting member of the Board. This is a reasonable expectation since the PED offers this training once monthly in different locations around the state and does not charge a fee for attendance.

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 obligations and fulfill the responsibilities of governing body service, include action steps, timelines, and

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| | <p>responsible parties;</p> <ul style="list-style-type: none">• 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; and• Ensure the onboarding process and training plan address training on the open meetings act and responsibilities. |
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CSD EVALUATION: Meets the Criteria

The applicant's response provides a clear description of the requirements for training the board members and places the responsibility on the Governance Board Development Committee. Currently, the committee has been developing a board handbook to include training materials to serve as a foundation for this "working book", which identifies governing body training needs, that comply with state requirements, including any requirements that may change from year to year.

Additionally, in the applicant's processes, monthly updates will take place at the committee meetings to report "on 1) progress toward meeting the annual 10 hours of required training for each new and returning board member, and 2) addition of any new state requirements for governance board training or recommendations of the committee based on Governance Board performance monitoring."

Lastly, the applicant's response identifies the costs required to support the training plan and onboarding process and describes how those costs are supported in the budget. A review of the five-year budget indicates that funds have been allocated to board member travel and training to support their intent to attend PED Charter School Trainings for Governance.

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:

Governance Board Plan for Annual Self-Evaluation

While the final details of the plan will be developed by the Board during the planning year the following narrative provides the key components of the plan, timeframe and persons responsible.

Planning for the Board Self Evaluation

Whatever the instrument selected, Boards that engage in meaningful self-evaluation include a number of specific practices, such as involving advisory councils and key stakeholders of the organization for which they provide governance oversight; thoroughly reviewing relevant data; and developing recommendations for growth, improvement, and new directions. There is a necessary planning cycle that takes advantage of ongoing monitoring that is part of a larger cycle of key aspects of an effective self-evaluation.

The long range or larger evaluative cycle grows from long range planning for, often, as much as five years, which is ideal in the case of a new charter school whose charter is up for re-renewal in five years after completing the planning year that Raíces is requesting. For this cycle a board needs to develop a five-year strategic plan with overarching goals to be accomplished in that period which calls for monitoring of information/data to discover progress towards goals to ultimately update the long range strategic plan. This will lead to another five-year charter renewal if the progress toward the achievement of academic goals is on track. The shorter planning cycle within the larger cycle results in an action plan to achieve annual objectives related to making progress in the achievement of the long-range goals. This cycle begins by developing a one-year action plan to achieve objectives that are focused on accomplishing the Board's long-term goals for effective governance that supports the achievement of the school's mission. This should include the performance evaluation of the principal and making sure the school has up to date policies (e.g. parent grievance policies).

The steps for this one-year cycle are as follows:

1. Develop a one-year action plan to achieve objectives that are focused on accomplishing the Board's long-term goals for effective governance that supports the achievement of the school's mission.
2. Implement the action plan that identifies the steps Board members and Board Committees will take to achieve the actions.
3. Evaluate progress on the actions through ongoing monitoring of the action plan.
4. Use relevant data to monitor whether the actions are allowing the Board to achieve effective governance which will be reflected in student achievement of high academic performance, positive identity formation, student pride in their cultural heritage and a school that is financially stable and in compliance with state and federal regulations.

Key in this process of self-evaluation is answering the overarching question: *"Is our Governance providing the support and direction needed for Raíces to succeed in achieving the school's mission?"* To answer that question the Board must consider the two following questions: 1) *"Are we doing*

things right to carry out our roles and responsibilities?” (ongoing monitoring), and 2) “Are we doing the right things to provide the governance that will result in achievement of the Raíces mission?” (self-assessment).

Implementing the Board Self-Evaluation Plan

The Annual Self-Assessment is a time to focus on the “important” issues. Throughout the year the principal and teachers will be tracking academic progress through the numerous tests and tools that are required and needed in a bilingual, biliterate, culturally responsive education. The Concilio (Parent Council) will be tracking discussions and data to discover if parents are receiving the support they need to effectively support their children’s learning. The Board will be tracking data to discover whether the facilities and finances are in good shape and is the school in compliance with state and federal laws. All of this data must be monitored by the Board to determine whether the board is doing the right things and doing them in the right way and constantly asking the question “How can we better serve our children and families?” This question completes the cycle by building the plan for the upcoming year to continuously improve how Board Members carry out their governance role. In order to truly answer the key questions posed above, the Board must invite throughout the year the input of parents, community members, teachers and staff to provide a “fresh set of eyes” to look at the data and then let the data lead the way for a plan for improving the Board’s governance functions. This will be done with written surveys and recorded notes from the monthly Concilio dialogue groups, faculty meetings, and principal input at monthly Board Meetings that will be in his monthly written Executive Administrative Report to the Board.

To get a full picture of the Board’s capacity to carry out effective governance, It will be important for the Board to ask, “Have we made sure we have examined data that provides information to answer the following questions for informed decisions about how well the Board is functioning and for the upcoming year action plan?” These questions below will serve as criteria for which data to collect, analyze and use to shape the action plan to make decisions about improvements in the Board Governance process:

- Do we have a clear plan in place for how we will gather monthly input over the year from teachers, other staff, parents/caregivers, principal and other community members that relates to how the Board is monitoring and meeting their needs for wise governance decisions?
- Have we maintained regular Board membership that has all of the required qualifications and skill sets identified in section A. (2) of the Governance Framework?
- Have we ensured that student success and academic growth and achievement is on track to meet the Raíces academic goals identified in our charter such as bilingual proficiency in both English and Spanish and all core subjects in alignment with state mandated common core standards or other state standards as specified in the NMSA 1778, 22.8B-9.1 and NMAC, 6.69.8.9?
- Are we ensuring fulfillment of the school’s mission as specified in our charter with regard to an academically rigorous multicultural, interdisciplinary, experiential learning environment that promotes positive identity formation and pride and grounding in each child’s cultural heritage as well as high academic performance?
- Are we overseeing the stewardship and management of public funds and responsible government accounting practice and procedures as specified in the Audit Act: Article 6 – Sections 12-6-1 to 12-6-14?
- Are we ensuring we are in compliance with LEA and charter school legal obligations related to

government organizations and public schools, as specified in the state statutes, administrative codes, Inspection of Public Records Act, and the Open Meetings Act (Charter School Act – NMSA 1978, Chapter 22, Article 8B; Administrative Codes, NMAC 6.19.8.10, NMAC, 6.29.1.9; NM Inspection of Public Meetings Act, NMSA 1978, 14-2-1; and the Open Meetings Act, NMSA, Chapter 10, Article 15)?

- Have we selected and are we overseeing a qualified and highly effective school leader who is carrying out his leadership duties and responsibilities in compliance with state statutes and performance codes (NMSA, 22-8-3B to D, 22-8B-4.1-4.2, 22-8B-10-11 and NMAC, 6.29.1.9-C to J.) and his job description in Appendix B?
- Are we effectively addressing grievances received from faculty, staff and parents and families related to the performance of school personnel or the operations of the Board?

As noted above, answering these questions will determine the data that needs to be collected, analyzed, and reported throughout the year for the Board to conduct an effective self-evaluation as to whether the Board monitoring and policy decisions are providing a healthy, stable, and legal learning environment in which the school's mission and academic goals are being achieved.

Reporting and Using the Outcomes of the Board Self-Evaluation for Continuous Improvement

After monitoring and reviewing all of this data, the Board Governance Development Committee will need to summarize the following:

- Briefly describe the process the Committee used.
- Indicate the data sources that the Committee reviewed.
- Report the findings that the data revealed.
- Share the conclusions the Committee reached after careful discussion with the full Board on the findings.
- Summarize the Committee's recommendations for needed areas of Board improvement to be used in planning the next year's action steps for improving the Board's performance as a governing body.

This cycle of self-assessment needs to be repeated every year to develop a pattern of continuous improvement in the governance process from year to year. Having goals, objectives, activities, and data collection plans in place annually will be critical to stay on track for a successful application for renewal of the charter five years (plus a planning year) after the initial charter approval.

Total Points Available	Expectations
8	<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; ● include action steps to obtain feedback from, at a minimum, parents and families and all willing staff; ● The plan must include action steps to evaluate the effectiveness of the governing

	<p>body in the following:</p> <ul style="list-style-type: none">○ maintaining regular membership that has all of the required qualifications and skill sets identified in question A.(2)○ ensuring student success and academic achievement○ ensuring fulfillment to the school's mission○ overseeing the stewardship and management of public funds and responsible government accounting○ ensuring compliance with legal obligations related to government organizations and public schools○ selecting and overseeing a qualified and highly effective school leader○ addressing grievances received from staff and parents and families; and <ul style="list-style-type: none">• Describe how the identified plan will focus on and support continuous improvement.
<p>CSD EVALUATION: Approaches the Criteria</p> <p>The applicant's response provides a limited plan regarding the annual self-evaluation for the governing body because the applicant indicates the plan will be finalized during the planning year. The narrative does outline general steps for developing a plan to support the school's mission that should include steps members will implement and provide a plan for ongoing monitoring to evaluate its progress. However, it does not fully describe the action steps, specific timelines or identify those responsible for implementation and evaluation of the board's plan.</p> <p>A significant portion of the narrative includes guiding questions the board intends to use in the development of its plan for obtaining feedback and evaluating the effectiveness of the governing body. However, no responses to their questions are provided in the narrative to identify how the applicant has thought through the specific steps, timelines and responsibilities as it relates to its school and the fulfillment of its mission.</p> <p>Lastly, the applicant's narrative does not address how the board will focus on and support continuous improvement. The applicant states, "this cycle of self-assessment needs to be repeated every year to develop a pattern of continuous improvement in the governance process from year to year. Having goals, objectives, activities, and data collection plans in place annually will be critical to stay on track for a successful application for renewal of the charter five years (plus a planning year) after the initial charter approval." No additional details on the the goals, objectives, activities, and data collection were provided to understand the specificity of the board's plan.</p>	

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:**Introduction**

The Raíces founding team members take seriously the critical importance of Board oversight and legal obligations, duties, and responsibilities as set forth in the NM State Statutes and Administrative Codes (NMSA 1978, 22-1-1 and 22-5-4; NMAC 6.29.1.9). They also realize that effective leadership and management requires effective data-driven decision making. Educational research provides a wealth of evidence of this fact and how best to collect and analyze data to guide decision making, in this case, for achieving the Raíces' organizational mission and projected outcomes. Therefore, the Board will focus on holding the principal and staff responsible for collecting and reporting the necessary data, but equally important, on turning data into information that can guide needed change at every level: classroom, school, and Board. Slotnik and Orland (2010) note that capacity building entails "the ability to convert data, which by itself is meaningless, into information, which can lead to better decision making. This means systematically probing the patterns revealed by the data about students, teachers, schools, and policies, so that educators and policy makers make more informed judgments about student performance and where and how to improve it." The Raíces Board will, therefore, rely on evidence, ask tough questions, and hold high expectations of all.

Data will be gathered, reported, and discussed at monthly Board Meetings on academic, organizational, and financial performance. As we discover Raíces academic, organizational, and financial strengths and weaknesses, we will gain insight into how to guide policy decisions to improve achievement of the school's mission and goals for high academic performance. To aid in monitoring academic performance the school will establish an electronic dashboard which can be used to generate reports for board meetings, special reports, and reports required by the federal and state government throughout the year. The dashboard will have a heavy focus on academic outcomes, but will also contain information on organizational and financial performance. The principal will be a key partner along with the Curriculum/Academic Performance Committee and the business manager in making sure that data is reported in a timely manner so that it is available for monthly analysis and discussion by the board members.

Plan to Monitor Academic Performance

For monitoring the student's academic performance, the data dashboard will focus on seven (8) key components or indicators with at least one measure for each indicator. These indicators will include the following: reading, writing, speaking, and listening achievement (the language arts skills); math achievement; science achievement; individual education plan status; English and Spanish learner education status; and achievement measures correlated with ethnicity, income and language status.

Below is a table to visualize the tracking of data that will be reported to the Board Members using assessment tools/indicators that have been carefully identified in the academic framework to inform instruction and meet state requirements that align with the CCSS and other NM Performance Standards. Raíces assessment implementation is aligned with federal and state mandated assessments and indicators of academic success. The board must be well-informed on the outcomes of these assessments in order to hold the principal accountable for the academic and mission related outcomes of the school.

Assessments	Review of School Results on Assessments	Data Availability to Board
Kindergarten WIDA-APT—Fall screening	Note the result of the Language Usage Survey to track how many children will need to take the W-APT to determine English language proficiency.	One time only within the first 20 days of enrollment
Kindergarten Early Childhood Observation Tool (ECOT)	Review the aggregated data to understand the developmental status of incoming students and to ensure the principal and staff have a plan for meeting student needs in these 6 domains. <ul style="list-style-type: none"> • Physical Development, Health, and Well-Being • Literacy • Numeracy • Scientific Conceptual Understanding • Self, Family, and Community • Approaches to Learning 	Once Annually, within the first 30 days of school
K-2 I-Station	Review data to monitor school progress and identify trends in early reading	Three times per year (Fall, Winter, Spring)
Grades 1-5 WIDA Screener	Review the number of students in grades 1-5 (who need screening because there is no previous record of Kindergarten screening) to be aware of how many will need to be assessed on the WIDA's English Language Development Standards.	One time only within the first 20 days of enrollment
EL's Grades K-5 State Required WIDA Access	Review the aggregated data to understand whether EL students are meeting goals for English proficiency	Once Annually - mid Jan-Feb
Grades 3-5 PARCC - Partnership for Assessment of Readiness for College and Careers	Review the aggregated and subgroup data to be aware if students in grades 3-5 are meeting the goals for academic progress / proficiency on the PARCC assessment.	Annually April - May

Grades 3-5 <i>NMSBA - New Mexico Standards-Based Assessment in Spanish Reading</i>	Review the aggregated data to be aware of the EL students who qualify for a testing waiver based on WIDA ACCESS scores to take the alternative to the PARCC English Language Arts assessment.	Once Annually April - May
Grade 4 <i>NMSBA - New Mexico Science Based Assessment</i>	Review the aggregated results to understand whether the students are meeting goals for proficiency on NGSS (Next Generation Science Standards) to hold the principal accountable for the effectiveness of our school's science program.	Once annually
IDEA© Proficiency Test (IPT) (Early Literacy (for grades K-1) and IPT 1 (for grades 2-5)	Review the results of student performance on the IPT to understand baseline results in the fall and to gauge school progress toward meeting its mission-specific goal of biliteracy of growth on this assessment	<i>Twice annually</i>
Student Attendance Records	Review dashboard reports on student attendance to hold the principal accountable for corrective actions to improve attendance if goals are not met.	Monthly
Parent Participation Records	Review parent participation records for teacher conferences, family/community events, and engagement on the advisory council to determine if the principal needs to work on corrective actions to improve parent engagement.	Quarterly

These measures taken together address reading, writing, speaking, and listening achievement (the language arts skills); math achievement; science achievement; individual education plan status; and English and Spanish learner education status. Additionally, the disaggregated data will be reviewed by the principal to look for patterns of achievement which may be correlated to a student's ethnicity, family income, and language status, which can be analyzed for needed changes in instruction and educational approach for given students. The principal will work with the relevant teacher on such changes.

This array of measures and tools will allow the Board to analyze and discuss whether achievement of the key components of the Raíces Mission is in progress throughout the year and from one year to the next. The Board will be watchful to see that benchmarks for progress as specified in the goals and indicators in the Academic Framework are being achieved at the specified rate.

Plan to Monitor Organizational Performance

The Governance Board as a whole will be involved in monitoring certain aspects of organizational health and will look to the various committees specified in the Organizational Framework Section II.A.(1) to play a role in this process.

Board Monitoring and Development: The Governance Development Committee will provide oversight to see that qualified Board Members are constantly being sought out and recruited to replace vacancies on the Board. This committee will keep an inventory of skills needed on the Board and work to make sure that new current and new board members together possess a complete complement of the list of needed skills to do a good job of Governance. In light of this task, this committee will keep abreast of all required training offered by the PED and ensure that all Board Members are up to date on meeting the training requirements. The Committee will also seek out additional training opportunities to respond to identified needs as a result of the annual Board Self Evaluation which will be used for Board discipline in looking at how well we are fulfilling our own Board responsibilities as individual members. Finally, the recommendations of an external Board evaluator will be secured annually to provide objectivity in decision making seeking out other training opportunities.

Monitoring and Supporting School Leadership, Staff, and Parent Development: The Board will look to the Principal, the School Development Committee, and the Parents Council to inform Board Members at monthly meetings of the Board about the need for development opportunities for the school leader (Principal), the staff, and parents. As these needs are identified, the Board will ask for suggestions and research from these committees and other ad hoc task forces about needed resources, potential costs, and ideas for fundraising strategies. These development needs may include resources for training and further education important to achieving the Raíces Mission as well as resources for improving or expanding the school facilities, securing a safe school environment and deeper engagement of community partners.

Strategic Planning: The Board will be responsible to see that annual strategic planning is done to provide a well thought out plan to support the ongoing needs for development, resources and fundraising to achieve the Raíces Mission and academic goals for all students to achieve at high levels of performance. The initial Board Members will develop such a plan by the end of the first year which includes a 3 to 5-year vision which will be revisited annually to develop annual goals and action plans to move toward the long range vision to sustain the optimal operation of Raíces. The Board will look to the Community Partnership Committee to make recommendations about community partners to include in the strategic planning session.

Plan to Monitor Financial Performance

Fiduciary Oversight: The financial performance of Raíces will be monitored very closely by the Finance Committee which will be chaired by the Board Treasurer and which will report to the full Board at all Board meetings. The Finance Committee will work with the School Principal and Business Manager to make sure that sound and ethical bookkeeping practices are in place that are consistent with the

required state and federal statutes, laws and regulations regarding school finance. In addition, the Finance Committee will provide a full financial accounting monthly including: a monthly and year-to-date balance sheet of all school assets and liabilities, a profit and loss statement showing all revenues and expenses for the month as well as year-to-date. Additionally, the Finance Committee will provide a budget to actual report of expenditures to head off any future budget shortfalls. Data from the financial reports will be posted to the school electronic dashboard to produce monthly reports to the Board that give a snapshot of the school financial health in major categories of spending, especially where spending is significantly over or under budget from month to month.

Audit Oversight: The school financial performance framework includes multiple elements including budgets, audits and audit reviews, periodic reports, expenditures, reimbursements, improvements to facilities, meals and other general information related to school finances. So, the Board Audit Committee will work closely with the Finance Committee to assure the following:

1. The School's financial record keeping, and reporting is in compliance with state and federal laws, including the State Audit Act (NMSA 1978, 12-6-1 to 12-6-14),
2. An audit is conducted annually by an external auditor, and
3. Audit and accounting processes are well established and followed to ensure a clean annual audit.

Focus on Mission, Quality Education, and Responsibility as a Public Entity

The Board is charged with ensuring that the school achieves academic and organizational success and its operation is fiscally sound in the short and long term. As Raíces Board Members carry out their oversight responsibilities they will be asked to use the following questions as a filter to critique their own action and policy development:

1. Does this action or policy align with and promote the Raíces School Mission?
2. Are we ensuring that our actions and policies adhere to state and Federal laws to protect every student's right to obtain a quality education?
3. Do our actions or policies interfere with the role of the principal to oversee the day to day operations of the school?
4. Are we setting an example of good stewardship of public funds and trust in overseeing an entity that belongs to the public/community?

References:

Kaufman, T., Graham, C.R., Picciano, A.G., A.G., Wiley, D., & Popham, J. A. (2014). Data Driven Decision Making in the K12 Classroom. In J.M. Spector, M.D. Merrill J. Elen, & M.J> Bishop (Eds.), Handbook of research on educational communications and technology (4th ed., pp.337-346). New York, NY: Springer.

Slotnik, W.J, & Orland, M. (2010). Data Rich, But Information Poor, Education Week, 4/6/10, <https://www.edweek.org>.

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; and • Describe how each of the monitoring plans will focus on ensuring the school is meeting its mission, providing a quality education, and acting as a responsible public entity.
<p>CSD EVALUATION: Approaches the Criteria</p> <p>The applicant's response provides a limited plan for monitoring the academic, financial and organizational performance of the school because it lacks the specificity of the timelines and criteria or standards used during the monitoring and evaluation process.</p> <p>The applicant indicates the school's academic dashboard will focus "key components or indicators with at least one measure for each indicator." The indicators include: reading, writing, speaking, and listening achievement (the language arts skills); math achievement; science achievement; individual education plan status; English and Spanish learner education status; and achievement measures correlated with ethnicity, income and language status. However, the table or narrative do not address the criteria or standards that will be used to ensure the board is "well-informed on the outcomes of these assessment in order to hold the principal accountable for the academic and mission related outcomes of the school." The table provided does identify the assessment tool, when data will be accessible to the board and what information will be reported to the Board. These assessment tools and results do align with several of the key components noted in the narrative.</p> <p>The applicant's response to monitoring the organizational and financial performance of the school minimally addresses the process the Governance Board will use to oversee and monitor its performance. Although the applicant has identified indicators that will be monitored and evaluated, the narrative lacks information on the timelines and criteria or standard that will be used to determine the school is fulfilling its mission.</p>	

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** (e.g., job search process, timelines) 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:

Plan for Hiring the Principal of Raíces

Raíces has not yet identified the Principal (Principal) of the school, although there have been conversations with potential candidates. We will begin formally advertising for the position upon approval of the charter.

To guide the hiring process for the Principal of Raíces a job description has been developed for the Principal (See Appendix B) that delineates the general functions of the principal, qualifications and leadership characteristics, as well as the duties and responsibilities as they relate to:

- working closely with the school's Governance Board,
- instructional leadership and personnel management,
- school development,
- personal growth and development in the role as Principal at a dual language charter school, and
- other unique qualifications and skills that are related to achieving the Raíces Mission.

The screening tool will ensure viable candidates meet the criteria for the position and the interview process will help determine the mission alignment. Because Raíces will operate within the Las Cruces border context, culture, and language, community input will be important factors in the process.

The process for hiring the Principal will be as follows:

- The Job description will be reviewed by the board and by finance staff to confirm salary and benefits (2 days). During this time, a screening tool will be established with criteria and ranking based on job description and Board expectations of this position. Because we are applying for a planning year, this first step of the process will start no later than the first week of September, 2018.
- A Job posting will be based on the job description and will include a regional and national search, assuming funds will be available for the search and this will begin no later than the first week of October, 2018.
- A screening committee will be identified based on stakeholders, parents, community, faculty and a volunteer principal from another charter school. This task may be initiated at the same time as the board reviews the financial availability for position. The screening committee will utilize the screening tool to complete this task. (2-3 days). Screening of candidate

applications will be completed by the end of the first week of November, 2018.

- A three to five person interview committee will be formed, and will include the board chair and at least one additional board member (it may also include screening committee membership). The interview committee will be responsible for developing the final packet for the interviews and will identify a chair of committee based on expertise and clear understanding of hiring protocol. This process will follow the screening committee recommendations and scheduling of interviews will begin on Monday of the second week of November and will be completed no later than the November 31.
- The interview protocol will be developed by the Board based on criteria described in the job description and legal requirements and/or protocol for all interviewees. The interview process will include one or two scenarios (actual events that may happen or occur in Raíces that involve parents, staff, and cultural or educational challenges common in a bilingual setting) and the applicant will be asked to describe how he/she would handle the situation. The interview committee may request a skill test if needed.
- A Board Member or assigned staff will conduct a reference check based on established protocol, which will include verification of the person's administrative licensure in the state of NM. This will be done immediately following each interview.
- If needed, members of the board will schedule a second interview with an applicant to validate or clarify the qualifications for the position. Everyone will be notified of the decision of the board in a timely and respectful manner. Interviews will be conducted any time from the beginning of the 3rd week of November up through the end of the second week of December.
- The job offer will be conducted by the chair of the board (who will also chair the hiring committee) by telephone as well as in writing and the official contract will be signed no earlier than January 8, 2019, which will be one day after the first official meeting during which the Board can vote on official business in an open meeting. Should it take longer to find a suitable candidate the contract will be signed no later than July 1, 2019. The January date is based on funds having been released by the PED for hiring the head administrator.

Should it happen that a founder would decide to apply for the job, they will be promptly informed that they must be selected and hired by the independent governing body and they must demonstrate and validate the specific leadership skills and qualifications in the job description, through verifiable prior experience, that makes them qualified for the position, including holding the required licensure.

We have used this timeframe for the hiring process as it is our understanding that the Board cannot convene to take official votes on policy or hiring decisions before January 1 and the tentative date for the Raíces Board meetings is the second Monday of each month.

Total Points Available	Expectations
12	<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; and • If a potential head administrator has already been identified and/or is a founder, include an assurance that the individual understands they must be selected and hired by an independent governing body and identify the individual's specific leadership skills and qualifications, through verifiable prior experience, that makes them qualified for the position, including holding the required licensure.
<p>CSD EVALUATION: Approaches the Criteria</p> <p>The applicant's response provides a clear timeline for hiring a head administrator, both for the initial hiring and for any time the position becomes vacant that includes a complete process identifying the action steps and persons responsible. The board expects to have the head administrator hired by January 8, 2019 and no later than July 1, 2019 ("Should it take longer to find a suitable candidate").</p> <p>However, the applicant's narrative does not specify the criteria or standards used in the screening tool since the tool has not been established. According to the applicant, "... a <u>screening tool</u> will be established with criteria and ranking based on job description and Board expectations of this position. Because we are applying for a planning year, this first step of the process will start no later than the <u>first week of September 2018.</u>"</p> <p>Although the narrative provides the preferred skills/experience required for a head administrator, it did not explain why and how those skills/experiences ensures the school leader has the capacity to operate a success, high-quality public school or how it takes into account the mission of the school.</p>	

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:

Conveying and Delineating the Principal's Roles and Responsibilities

The interviewing process for the hiring of a principal will include a thorough discussion of the [Raíces School Mission](#) and the principal job description found in [Appendix B](#), which is designed around 1) the requirements in the NM State Statutes and NM Administrative Codes for Principals (NMSA 1978, Section 22-5-14; NMAC 6.69.7.9), and 2) the HOUSSE-P evaluation process required by the NM State Statutes (NMSA 1978, 22-10A-11G). After the initial hire, these roles and responsibilities will be reviewed in the mid-year and end of year evaluation process spelled out in Section C. (4) of the Organizational Framework. The information below presents the school mission which the Principal must commit to achieving and the specific expectations of the Board for the Principal's general job functions, qualifications, leadership characteristics, and roles/responsibilities to the students, school staff, parents and families and the Board. The contract that the principal will sign, will state that the person chosen for the job is committed to the mission of the school and has thoroughly reviewed with the Board the job description which contains the information provided below in this section of the organizational framework.

Principal Job Description of Raíces Del Saber Xinachtli Community School (See Link Below)
[Principal Job Description \(Appendix B\)](#)

Mission

"Raíces del Saber Xinachtli Community School implements a developmentally appropriate rigorous academic program through an interdisciplinary curriculum that is experiential, participatory, biliterate, child-centered, and culturally responsive. Our students learn Spanish and English, achieving academic proficiency in all subjects in both languages as they develop critical and creative thinking skills.

Raíces creates an environment where students and parents are valued as participants in the construction of knowledge and the creation of a learning community that promotes high academic performance, positive identity formation, and the reclaiming of cultural heritage."

General Functions and Procedures: The principal serves as the primary leader and manager of programs, staff and students. He/She must have knowledge of school leadership theory and practice; and experience as a principal, an assistant principal and K-5 teacher.

When signing the initial principal contract and in each succeeding year of contract renewal, the Principal and the Board will review together 1) the following principal qualifications, leadership characteristics, and duties and responsibilities and 2) all the terms and conditions of the charter contract.

The Board will conduct a mid-year review and dialogue with the Principal on his/her performance and an extensive evaluation at the end of the year. In these ways the Board will ensure that the Principal is aware of requirements for performance in his job and is indeed meeting those requirements.

Principal Qualifications, Leadership Characteristics, Duties and Responsibilities

Specific Qualifications:

- NM Administrative License (3B),
- Bilingual English/Spanish,
- School leadership experience with evidence of demonstrated success in working with culturally diverse populations (preferably in a bilingual educational setting),
- Experience with using student performance data to foster academic success of all students,
- Knowledgeable about charter school compliance, governmental laws and regulations,
- Understanding of the distinction of roles and responsibilities of governance vs management in a charter school setting,
- Pass Background Check, and
- Understands cultural elements of language, tradition, customs, attitudes and humility as core values of the organizational culture.

Leadership Characteristics:

- Educational philosophy aligned with the school vision and mission;
- Recognition of the value of and direct experience with creating and leading collaborative teams including parents, families and community partners;
- Ability to facilitate positive and productive collaborations and to manage and cultivate leadership within the school team;
- Highly organized, effective communicator, strong interpersonal skills; and
- Vision for developing and sustaining locally contextualized and rooted school environment.

Duties and Responsibilities:

- Interact effectively with students, staff, parents and the overall school community;
- Provide a safe and effective learning environment for students, staff and overall school community;
- Provide instructional leadership among teachers and other staff to address curriculum development and instruction in the classroom and other learning environments;
- Conduct objective classroom observations and provide actionable feedback to teachers;
- Hire, evaluate and terminate charter school staff members as appropriate;
- Contribute to the creation of the school budget and ensure the charter school follows fiscal policies and procedures including internal controls;
- Manage After School and Summer School Programs, if provided to students; and
- Plan and implement school wide Educational Plan for Student Success and Parent Engagement in collaboration with teachers, staff, and the Parent Council to align overall school goals, mission, and vision including specific assessment and evaluation components.

Responsibilities to the Board:

- Report to the Board and attend all board meetings and functions;
- Keep the Board President informed of all aspects of school operations;
- Bring to the Board's attention issues that may require Board action or Board education;
- Communicate all Board policies and changes to the teaching staff and non-teaching staff (and to parents and other partners when appropriate);

- Serve as a resource for the Board in developing new policies and initiatives;
- Serve as a resource for the Treasurer and the Board on financial matters; and
- Serve as a resource to the Secretary in the development and maintenance of board documents, including minutes, in compliance with the Open Meetings Act and the Inspection of Public Records Act

Personnel Responsibilities:

- Hire his or her own staff with feedback from a committee formed by the Board, parents, and already hired staff;
- Evaluate the performance of all staff, ensure observation and evaluation of teaching staff is objective and in accordance with state requirements;
- Review and update job descriptions, oversee and coordinate continuing professional growth of staff; and
- Terminate staff when appropriate, ensuring proper protocol and documentation.

Instructional Leadership Responsibilities:

- Provide leadership in the ongoing development, improvement and evaluation of curriculum, instruction and student performance;
- Responsible for coaching teachers on instructional delivery methods;
- Develop staff development programming;
- Schedule and develop plan for administering all student assessments;
- Track and communicate student academic performance to parents, the board, the charter authorizer (PEC) and the PED;
- Develop student performance reports as required (e.g., Reads to Lead, bilingual/multicultural program, charter school performance framework, etc.);
- Support the overall school improvement process including teacher observation, modeling best practice, and analyzing student data;
- Oversee implementation of Response to Intervention process
- Create a safe, positive, achievement-oriented and structured learning environment;
- Set and reinforces clear expectations and routines that are aligned with the school's overall vision; and
- Administers policies dealing with discipline, conduct and attendance.

Professional Development and Personal Growth Expectations:

- Keep current with educational literature, ideas and practices as well as charter school management practices;
- Cooperate with Board to undergo a performance evaluation, develop and meet the goals of an individualized professional development plan;
- Attend professional development activities designed to enhance and/or strengthen knowledge and skills that promote student learning and/or the practices of a high performing charter school (e.g., become proficient with Web EPSS, OBMS, and the school's student information and financial management systems); and
- Attend ongoing guidance activities and/or workshops regarding Xinachtli ways of knowing to further conceptualize Raíces Del Saber vision and mission.

School Development:

- Write or contribute to grant applications to secure funding for the school;
- Ensure the development of the school's general operations budget and special projects budgets; prioritize spending; monitor charter school budget in collaboration with the Head of

Operations and Community Engagement; and

- Prepare and maintain purchase orders and other expense records; approve, log, and monitor expenditures as delineated in the school's internal control policies.

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; and • Attach a job description in Appendix B that includes the following: <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.
<p>CSD EVALUATION: Meets the Criteria</p> <p>In Appendix B of the application, the applicant details a clear job description for the Head Administrator describing the roles and responsibilities of the position. The job description outlines responsibilities with the board, personnel, instructional leadership, professional development, and school development. The responsibilities align with the structures developed with the governing body, the educational model and the mission.</p> <p>The applicant's response clearly articulates how the governing body will annually convey and delineate the roles and responsibilities of the head administrator. It first begins during the interview process which includes a thorough discussion of the Raíces School Mission and the principal job description. Second, the applicant states, "After the initial hire, these roles and responsibilities will be reviewed in the mid-year and end of year evaluation process.." Furthermore, the contract signed by the principal stipulates "the person chosen for the job is committed to the mission of the school and has thoroughly reviewed with the Board the job description..."</p>	

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:

Evaluation of Principal

Just as accomplishment of excellent student outcomes in the classroom is dependent on excellent teaching skills in the classroom, excellent progress in achieving the Raíces Mission and goals for the school depends on strong, competent administrative leadership. Therefore, the Raíces Board understands that clear expectations and careful monitoring of the Principal's overall leadership is critical to the success of the school and that the Board is the accountable body to monitor and evaluate this leadership role.

At the beginning of the school year the Board Chair will meet with the Raíces Principal to discuss the mid-year review and end of year evaluation process for the principal to be conducted by the Board. The discussion will include: the timeline, expectations, annual goals aligned to the charter performance frameworks, and the list of criteria and competencies that will be used for the review.

This evaluation process will take place annually in compliance with New Mexico Administrative Code (NMAC 6.69.7.8). Preparation for this process will begin with expectations that are clearly set out and agreed to in writing during the hiring process, a mid-year review to make sure the principal is on course in fulfilling the terms of the contract with the Board, and finally the formal evaluation during the last quarter of the fiscal year. The evaluation will be based on 1) performance goals related to the job description (Appendix B) agreed upon in the principal contract, 2) progress on accomplishment of the Raíces Education Plan for Student Success (EPSS) which incorporates all the elements of the School's Mission and goals, and 3) evaluation of principal's performance in the four domains of NM Principal Leadership Competencies and Indicators (NMPLCI) as required by law (NMAC 6.69.7.9). The four domains of leadership competencies and indicators are as follows;

Domain I: Instructional Leadership

1. The principal promotes the success of all students by maintaining a culture that supports student achievement, high quality instruction, and professional development to meet the diverse learning needs of the school community. To assess this competency the principal will be rated on the following indicators:
 - a. works with all members of the Raíces community to make quality instruction a prime focus ensuring that the school successfully implements the dual language program, balanced literacy, and the Xinachtli pedagogical practices and curriculum.
 - b. uses accountability literacy standards in making decisions about student success and achievement.
 - c. evaluates teachers using the New Mexico 3-tier licensure performance evaluation system to promote high quality teaching and professional learning and to assess teacher capacity to achieve the innovative features of the Raíces academic plan.
 - d. incorporates the diversity of the student population and history of the school community in making curricular and school policy decisions which are consistent with the Raíces mission and the charter contract.

Domain II: Communication

2. The principal uses communication and relationship building skills to engage the larger community in the knowledge of and advocacy for equity in meeting the diverse needs of the Raíces school community. To assess this competency the principal will be rated on the following indicators:
- a. engages in honest and respectful interactions with all stakeholders to make thoughtful and objective decisions that demonstrate sensitivity and integrity;
 - b. builds and sustains relationships through team development and mediation skills to promote a climate of cooperation and student access;
 - c. supports an environment of inclusion and respect;
 - d. communicates with others objectively, sensitively, fairly and ethically;
 - e. supports relationships that promote teaching and learning in the school community through communications skills such as speaking, writing and active listening;
 - f. communicates with all school and community stakeholders with extra attention to Raíces parents concerning current school issues and student achievement; and
 - g. maintains a continuous dialogue with decisions makers who affect the school community.

Domain III: Professional Development

3. The principal organizes and coordinates ongoing professional learning opportunities that are aligned with the New Mexico professional development framework in NMAC 6.65.2 and supports the diverse learning needs of the school community. To assess this competency the principal will be rated on the following indicators:
- a. identifies and assesses student and staff performance to inform professional development needs;
 - b. uses relevant professional literature and knowledge, collaborates with key partners, and uses technology to create professional development programs that increase knowledge and capacity to implement the innovative features of the Raíces curriculum and academic plan for student success;
 - c. implements comprehensive, integrated and systematic ongoing professional development opportunities for faculty and the Raíces community that increases their capacity to accomplish the unique aspects of the Raíces mission, curriculum. and academic plan for student success; and
 - d. supports reflection, sustained mentoring, and coaching as critical processes for professional growth.

Domain IV: Operations Management

4. The Principal manages the school campus, budget, and daily operations to meet the diverse learning needs of the Raíces school community. To assess this competency the principal will be rated on the following indicators:
- a. manages the school campus to be sure the environment is safe and clean for students and staff;
 - b. manages the school budget to ensure that resources are maximized for student success;
 - c. manages the day to day operations to maximize the efficiency of the school; and
 - d. complies with federal and state initiatives to maximize use of services and programs for which students are eligible.

The Raíces Board Curriculum-School Performance Committee will oversee the Principal evaluation process with final approval by the entire Board. The committee will follow the evaluation process as laid out in New Mexico Highly Objective Uniform Statewide Standard of Evaluation for Principals (HOUSSE-P) and will take the following steps:

1. Study the evaluation process as laid out in HOUSSE-P Handbook before the hiring of the principal and the opening day of the Raíces School.
2. Conduct an orientation with the entire Board on the evaluation process and the data/evidence needed to be tracked during the school year in the four domains of the principal competencies. These domains will be cross-referenced with the Raíces academic, organizational and financial performance frameworks in the charter contract as the specific performance objectives are discussed. These include:
 - a. ensuring student success and academic achievement
 - b. ensuring fulfillment to the school's mission for biliteracy and engagement
 - c. overseeing the stewardship and management of public funds and responsible government accounting
 - d. ensuring compliance with legal obligations of public charter schools
 - e. addressing grievances received from staff and parents and families
3. Become completely familiar with the forms to be used for the evaluation, HOUSSE-P Forms A, B, C, and D which are provided in the Handbook and available electronically online for filing with the PED at the following website: <http://teachnm.org/administrators/principal-and-assistant-principal-evaluation-process.html>
4. Identify the data sources for collecting data that provides evidence as to whether the principal has met the criteria for demonstrating the leadership competencies and progress in achieving his/her annual performance goals, aligned to the school's Performance Frameworks and 90-day Plan (if applicable).
5. Ensure that the Principal Professional Development Plan has been completed and filed with the PED.
6. Schedule dialogues with the Concilio (Parent Council), teachers, staff, and other community members for their input.
7. Advertise on the school website throughout the year the Grievance Process steps available for teachers, staff, parents/caregivers and other community members who have a grievance related to the principal's leadership. They will include how to appeal to the appropriate committees, principal, or Board with the Board as final arbitrator of all unresolved grievances by parents, staff or community members as laid out in section A. (1) of the Organizational Framework. If these grievances cannot be worked out through discussion or dialogue at the committee or school level, electronic forms will be available on the website to submit a formal grievance to the Board to be taken up at the next monthly meeting of the Board. The electronic form will be automatically forwarded to the Board Secretary who will be responsible for notifying the Board Chair to place the item on the agenda of the next upcoming Board meeting. There will also be provisions for parents to request a meeting with the Board for those parents/caregivers who do not have access to electronic communication or find it frustrating and difficult to use. If the Board cannot

successfully resolve the grievance, the final source of appeal is the Public Education Commission.

8. Schedule the formal evaluation interview process for the principal during the last quarter of the fiscal year. NOTE: during the planning year, the Principal evaluation will be based on the Implementation Year task accomplishment. Once the actual operation of the school begins in August of 2019, the full evaluation process laid out in Section C. (4) above will commence. The following table shows the specific action steps, timeframe for the actions by the committee, and responsible persons:

Action Steps	Timeframe	Persons Responsible
Study the evaluation process as laid out in HOUSSE-P Handbook	As soon as the Board officially convenes during planning year	Chair of Curriculum-Academic Performance Committee (C-APC)
Orient all Board Members on the HOUSSE Process to understand more fully the competencies needed in the principal and be prepared for the evaluation process.	No later than Feb 2019	C-APC Members
Identify potential data sources for collecting evidence of principal competencies and progress on goals	February 2019	C-APC Members
Discuss competencies areas and school goals with Principal to gain a common understanding of Board Expectations	No later than February 2019	All Board Members
Principal to fill out HOUSSE-P Form A - The Self-Assessment on strengths, weaknesses and needs for growth through Professional Development using the NMPLCI and examples of evidence (pages 10-17) as required.	As soon as contract commences	Principal
Submission of HOUSSE-P Form B, the principal's Professional Development Plan (PDP), based on professional goals and strategies to accomplish them and meeting the following requirements: <ul style="list-style-type: none"> Identify Goals Develop Action Plan to achieve goals Identify needed Support Develop goals accomplishment Timelines Identify Evidence of PDP Implementation 	No later than 40 days after contract commences and before the school year begins	Principal and Board Members
PDP Site Visits - <ul style="list-style-type: none"> No fewer than 2 site visits to the school Ongoing formative dialogue with teacher, parents, and students 	Continuous Continuous	Board Members Principal and Board Members

<ul style="list-style-type: none"> Ongoing classroom visits <p>These formative dialogues are the first line of opportunities to identify concerns and/or <u>discuss grievances</u> related to leadership performance using some ground rules for respectful listening and speech.</p>		
Conduct mid-year review with Principal to discuss and refine the PDP as appropriate.	Late December to early January	Principal and Board Members
Self-Reflection on the PDP using HOUSSE-P from C to reflect on meeting the Goals and filed with PED as required	End of School Year	Principal
Summative Evaluation - Synthesis of the Principal's performance on HOUSSE-P Form D and filed with PED as required.	End of School Year	All Board Members, Filed by C-APC Chair
Submit a new Principal Professional Development Plan for the new school year.	By the July Board Meeting (Annual Meeting)	Principal & C-APC Chair

Total Points Available	Expectations
8	<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; Include action steps to evaluate the effectiveness of the head administrator in the following: <ul style="list-style-type: none"> ensuring student success and academic achievement ensuring fulfillment to the school's mission overseeing the stewardship and management of public funds and responsible government accounting ensuring compliance with legal obligations related to government organizations and public schools addressing grievances received from staff and parents and families; Describe how the plan specifically takes into account the mission and goals of the proposed school; and Ensure the plan meets the requirements identified in NMAC 6.69.7.8 and 6.69.7.9.
CSD EVALUATION: Approaches the Criteria	
The applicant's response provides a clear plan for evaluating the principal and lists the components and instruments that will be used to evaluate this position. The narrative details an annual process that	

begins during the hiring process which is when the expectations are set and continues with a mid-year and final formal evaluation. The plan outlines the responsibilities of the board members in this process and meets state requirements.

However, it was not clear how the plan addresses the mission and goal of the proposed school.

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:

Organizational Chart and Alignment of Structures with Raíces Mission

Raíces Organizational Chart (See Appendix K)

The Organizational chart of Raíces is a reflection of the mission of the School. The organizational chart acknowledges the importance of the NM Public Education Commission as well as NM Public Education Department as oversight entities to the Raíces Board. The following narrative explains the major groups of key positions on the organizational chart and their relationship to each other.

The Governance Board - is the governance oversight body of Raíces and is, as currently proposed, a seven-member elected volunteer Governance Board (Board). The purpose of the Board is to govern Raíces in accordance with the terms of its Charter School Bylaws and the Charter Contract approved by the NM Public Education Commission (PEC) in compliance with the NM Charter Schools Act, NMSA 1978, Section 22-8B (2006), et seq. as amended from time to time. The Board is a viable ongoing body of members who set the general direction and policy of the school. The Board does not manage the day-to-day operations of the school. The Board shall be responsible for the recruitment and hiring of the Principal as outlined in the application. The day-to-day administration is given to the Principal, the Governance Board's only employee.

The Principal - is the academic and instructional leader of the school and manages all other faculty and staff. Once the Board hires the Principal, he or she will have all responsibility for the recruitment and hiring of all faculty and staff: The Curriculum and Instructional Team that includes the Culture and Curriculum Coach, Bilingual Certified Teachers, Teacher Assistants, the Special Education Teacher and Reading Interventionist; Director of Operations and Community Engagement; Office Manager; Business Manager; and Contractual Services. The Principal is the one staff person that reports directly to the Board although other members of the staff will communicate with the Board members during the committee work for which the Board is responsible. For more details, see Raices Staffing Plan Appendix O.

Concilio de Padres-Parents Council - is a parent advisory group that provides advice both to the Board and the principal. Since Raíces is a community led model, their advice and consultation is to be taken very seriously. Board Members and Principal will enter into dialogue with them on a frequent basis as is described throughout this application document. The Concilio reports directly to the Principal and to the Board through the 1st Board Member-at-Large who meets with the Concilio on a monthly basis.

Curriculum and Instructional Team - This team of people reports directly to the principal, will implement the curriculum alignment plan, and is responsible on the front lines for the delivery of curriculum and instruction that is designed to achieve the school mission and the academic performance goals of the school. It is made up of the Culture and Curriculum Coach, Teachers, Educational Assistants, and the Special Education and Reading Interventionist. Detailed Job descriptions for the roles and responsibilities of these persons appears in Appendix C. Of particular importance to accomplishing work of the Curriculum and Instructional Team is the Culture and Curriculum Coach who has a special role in helping all instructional staff accomplish the school mission. This position bears special mention below.

Culture and Curriculum Coach - As stated in the mission statement, Raíces will implement a culturally responsive curriculum for all students through an 90:10 dual language immersion program and an experiential environment that fosters student exploration in all core subjects. Therefore this position is critical to the design, development and implementation of the process of learning referred to as Xinachtli. The Culture, Curriculum, and Instructional Coach is also vital in the on-going guidance of all staff regarding Xinachtli ways of learning. As with all members of the Curriculum and Instructional Team, this position reports directly to the Principal.

The Director of Operations and Community Engagement - is responsible for planning and coordinating day-to-day operations of the school in partnership with and under the supervision of the Principal. This person will be responsible for working with the principal to develop a comprehensive Community Based Engagement Plan (CBEP) which includes the community at large. The plan will be implemented to ensure meaningful participation including, but not limited to, an active and committed Parent Council. This staff position is critical to engaging parents and community to support their children's achievement by creating an open school environment for K-5 students. This position reports directly to the principal.

The Business Manager - will be responsible for working directly with the Principal to establish all protocols to solicit and formalize contracts for vendors to provide food services, and all other ancillary services required for a NM Charter School system. It should be noted, the Business Manager is essential to the operations of Raíces not only based on financial operations protocols, bylaws, and audits but most importantly to ensure accountability of public funds and transparency of budget line items to parents and the community at large. This position reports directly to the Principal.

Office Manager - is responsible for ongoing clerical work, greeting the public, and communicating throughout the day to the Principal any teacher, staff, or parent concerns that need urgent attention. These would be issues that cannot wait to be handled by the various committees that develop long range solutions for academic and program needs. The Office Manager reports directly to the Principal but will communicate with the Director of Operations and Community Engagement whom the Principal assign to handle certain issues on a day to day basis. The person in this position will be responsible for tracking all data related to enrollment, attendance, resolution of grievances, public and internal communications, and school calendars.

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; and• Reflect an understanding of the appropriate relationship between each of the relevant entities.
<p>CSD EVALUATION: Approaches the Criteria</p> <p>The applicant's organizational chart has clearly delineated the reporting structure for most of the positions and relationships related to the school's operations. However, based on the narrative and the organizational chart it was unclear how the Director of Operations and Community Engagement communicates with the Concilio.</p>	

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:

Job Descriptions for All Certified and Licensed Staff and Any Other Key Staff

See Appendix C for Job Descriptions

The Principal will have all responsibility for the recruitment and hiring of the bilingual leadership team members which includes:

- Curriculum and Instructional Team that is comprised of
 - a) Culture and Curriculum Coach
 - b) Teachers
 - c) Teacher Assistants
 - d) Assessment and Special Education Coordinator;
- Director of Operations and Community Engagement;
- Office Manager;
- Business Manager; and
- Contractual Services.

The most important roles that one would not find in a typical school are the three described below: Culture and Curriculum Coach Raíces will implement a culturally responsive curriculum for all students through a 90:10 dual language immersion program and an experiential environment that fosters student exploration in all core subjects. For these mission related reasons, the position of Culture, Curriculum, and Instructional Coach is critical to the design, development and implementation of the process of learning called Xinachtli that includes Nahuatl (Aztec) as a heritage language as well as the community dialogue circle, the Aztec Calendar, base-20 math system, and the Mesoamerican oral tradition. The Culture and Curriculum Coach is also vital in the on-going guidance of all staff regarding Xinachtli ways of learning.

The Director of Operations and Community Engagement: This position is responsible for planning, coordinating, and supervising the day-to-day operations of the school in partnership with and under the supervision of the Principal. The person will be responsible for working with the principal to develop a Community Based Engagement Plan (CBEP) which will be a comprehensive parent-family-community at large engagement plan that will be implemented to ensure meaningful participation. It will include, but not limited to, establishing an active and committed Parent Council. This staff position is critical for engaging parents and community to support their children's achievement by creating an open school environment for K-5 student.

The Business Manager - will be responsible for working with the Principal to establish all protocols to recruit and formalize contracts for vendors to provide food services, and all other ancillary services required for a NM Charter School system. It should be noted that this position is essential to the operations of Raíces not only based on financial operations protocols, bylaws, audits but most importantly to ensure accountability of public funds and transparency of budget line items to parents and community at large. In a regular school system with multiple schools, this position would normally be in the central administrative office. Since Raíces will function as an independent Local Education Agency, a business manager is very important for the reasons cited above.

Total Points Available	Expectations
4	<p>A complete response must</p> <ul style="list-style-type: none"> • Identify the following: <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 who could be considered essential to the operation and success of the proposed school ○ any non-traditional roles or positions; • Describe why the identified roles are key to the operation and success of the proposed school; and • Attach staff job descriptions as Appendix C for all of the positions identified in the application response and include the following: <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.
<p>CSD EVALUATION: Approaches the Criteria</p> <p>The applicant's narrative provides an brief overview of all key staff positions that align with the organizational chart and the school's first year operation. The narrative also differentiates between FTE and contracted positions.</p> <p>However, the applicant's narrative lacks specific details on the license requirements for a Pre K - 12 Educational Assistant and does not identify the reporting lines for the business manager, Certified Bilingual Teacher, Special Education Teacher, and Educational Assistant in the narrative and the job descriptions for the identified positions.</p>	

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

Staffing Plan for the First Year of Operation of Raíces School and Beyond

The initial hiring process will rest on the efforts of an ad hoc Personnel Committee formed by the board. Once the Principal is hired, this committee will provide assistance to the Principal in his/her hiring of all other faculty and staff. This committee will confer with the Finance Committee regarding budgetary allocations for hiring of necessary staff. After review of financial requirements and financial viability, the personnel committee will assign the Principal to review the accuracy of the position descriptions. The process to review the position descriptions and financial line items should not take more than 20 days. The Principal and Parent Council will post the vacant positions at the local, regional, and or national level depending on the vacant position and financial means, since at this point the office manager will not be hired yet. It should be noted that the Principal in partnership with the Board will develop a list of recruitment networks and/or social media networks that are aligned with the mission of Raíces to be considered as a venue for recruitment.

The principal will establish a screening committee for each position and develop criteria based on the job description and the essential qualifications of each position. The screening committee must include a parent and or a community member as part of the screening process. The result of the screening committee will be passed to the interview committee. The interview committee must include a parent and or community member as well as an expert in the field of the vacant position. The Principal will be the lead person to monitor the interview process and ensure all legal protocols are followed.

At point of hiring of first staff and faculty members, the Principal will be responsible for conducting reference checks and informing the interview committee. The principal is responsible for informing the various committees which staff positions are needed. The Board Personnel Committee along with the principal are responsible for verifying the appropriateness of the interview process prior to hiring. For the initial hires the first year of operation, the principal will inform all candidates of the final decision of the interview committee. All applicants must be treated respectfully and informed of the outcome of the process. This process is conducive to developing a pool of potential applicants for future vacancies. It should be noted that screening and interview committees must be trained and informed of the Mission, philosophy, the Staffing Plan, and the Guiding Principles adopted by the Raíces Board, stated at the beginning of the Organizational Framework. The training for the committees should be documented via a signed form.

In order to assure that Raíces will have a staffing plan in process that ensures the school has hired highly qualified staff, the principal will be hired at least six weeks to three months prior to the start of the school year. As soon as the Principal is hired, the Board Personnel committee will have responsibility to brief and assign him on the hiring process for all staff. The Principal, will be responsible for submitting detailed action steps and time lines to the Personnel Committee for hiring for all vacancies and reporting back to the committee within two weeks.

For hiring in the second year of operation and beyond, the Principal will convene a leadership committee made up of key staff to assess the internal hiring process. At this point, the principal will assess the hiring process for effectiveness or the need for modification, including the role of parent and community engagement.

Raíces will make adjustments to the staffing plan according to the actual enrollment numbers. The Board Personnel committee will require the principal to establish a system for having a pool of highly qualified candidates to cover vacancies and or collect resumes of potential highly qualified staff for teachers K-5 grades as needed. The Principal will make all final hiring decisions.

Appendix O shows that the hires for the first year of operation for Raíces will include the following full-time employees to serve 60 students: Principal, two kindergarten teachers, One first grade teacher, three Educational Assistants, the Director of Operations and Community Engagement, and Office Manager. Additionally, there will be four half time positions: Business Manager, Culture and Curriculum Coach, Special Education Teacher, and Reading interventionist. This will add up to 11 full time employees (FTEs) in the first year.

Each year the school will add an additional grade level until by the end of the 5th year the school provides classes for grades K-5 and moves from one class in first grade the first year to 2 classes at all grade levels by year five except for fifth grade which will be held at one class until year 6. By the 5th year of operation, the school will employ 21.5 FTEs for 220 children with all employee's full time except for the School Testing Coordinator, who will start ¼ time in year two and be ½ time by year 5. The Principal will be the coordinator of testing in year one and then will hire and begin to orient and train the testing coordinator in year 2. In this way the school will be prepared to grow each year as staff gain experience and insights into the curriculum and all the management strategies needed to achieve the school mission. The budget has been configured each year to accommodate this student growth and staff growth (see Appendix G). In the event that student enrollment does not meet projections, the school will consider revisions to the plan, for example the board may determine that the school may be unable to afford a Testing Coordinator and those responsibilities may remain Principal's job responsibilities. Conversely, the school may be able to hire additional FTEs not reflected in this plan with grant funds that are raised.

The Chart below shows the action steps that will take place for hiring in the first year and beyond and the timeframes and persons responsible to ensure that at the beginning of each year Raíces will have in place highly qualified faculty and staff to achieve the school mission and academic goals across the first five years of operation.

Action Steps	Timeline	Person(s) Responsible
Formation of the Ad Hoc Personnel Committee and search process for a Principal for the first year of operation	By Jan 14, 2019	Governance Board Development Com.
Posting of Job Availability on multiple social media sites and within networks (e.g. University Job Placement websites, Education Week, Chronicle of Higher Education) and especially those that will attract candidates with the bilingual and cross-cultural backgrounds needed at Raíces	By Feb 1, 2019	Board Ad Hoc Personnel Committee (PC)

Screening and Interviewing of potential candidates and recommendations to full Board	By March 11, 2019	All handled by the PC for the principal position
Voting to hire the School Principal	March 21	Entire Board
Beginning of Hiring Process for Faculty and Staff		
Principal + Personnel Committee (PC) confers with Finance Com	By April 12	PC + Principal
Principal reviews accuracy of faculty/staff job positions	By April 12	Principal
Posting of Available faculty and staff Jobs in a variety of media outlets and networks, especially those that will attract candidates with the bilingual and cross-cultural backgrounds needed at Raíces	By April 15	Principal & Board in year one, but Parents Council will assist by year two
Establish a Screening Committee, train the screening committee, and establish criteria for selection of candidates to be interviewed	By April 24	Principal with assistance from PC
Establish an Interview Committee and train them for the interview process	By April 24	Principal with assistance from PC
Interviews with all candidates for positions	April 29 to May 8	Principal + Interview Committee
Make decisions for those to be hired (with consideration of input from the Interview Committee) and Sharing of decisions with the Board	By May 13	Principal
Notification of those to be hired and those who did not receive a job offer and sharing of decisions with Board	May 14	Principal does all notifications the first year. In future years interview committee will assist.
Finalize the signing of contracts	By May 24	Principal
Evaluation of the hiring process and recording of recommendations to improve the process in succeeding years of school operation. This will be done annually.	By May 31	Principal + PC the first year and Principal plus newly formed Staff Leadership committee in succeeding years

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, on an annual basis, and 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; and• Describe how the school will make adjustments to the staffing plan in the case that there are differences in projected and actual enrollment.
<p>CSD EVALUATION: Approaches the Criteria</p> <p>The applicant has sufficiently described a staffing plan that includes at a minimum, action steps, timelines and responsible parties for its hiring process and outlines growth over time. The chart provided in narrative provides action steps in the initial hiring phase and beyond. Additionally, each year the school plans adequate growth by adding a grade until the end of the 5th year to allow staff to gain experience on the implementation of the curriculum and manage the strategies necessary to achieve the school's mission.</p> <p>However, the applicant's response provides a minimal description of a plan for how the school will adjust the staffing needs to respond to budget shortfalls.</p>	

D.(4) Provide a **clear, comprehensive, and compelling** plan for Professional Development that meets state requirements and 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:

Staff Professional Development Plan

The annual professional development plan will be guided by eight Standards for Professional Learning outlined by Learning Forward (formerly known as the National Staff Development Council) in alignment with NMAC 6.65.2.8. The plan includes: 1) taking the Standards Assessment Inventory; 2) developing learning communities committed to continuous improvement, collective responsibility, and goal alignment; 3) developing skillful leaders who develop capacity, advocate, and create a support system for professional learning to meet student needs; 4) prioritizing, monitoring, and coordinating resources for educator learning aligned with NMAC 6.19.8.10-B(3); 5) utilizing a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning; 6) integrating theories, research, and models of human learning to achieve its intended outcomes; 7) applying research on change and sustaining support for implementation of professional learning for long-term change; and 8) aligning outcomes with educator performance and student curriculum standards. The assessment at the beginning of the year during Teacher Professional Development Days allows individual teachers to understand what they need to learn more about in the other seven Standards areas for Professional Learning.

To fulfill these standards, the annual professional development plan will include three weeks of professional development before school begins, weekly professional learning community meetings throughout the academic calendar, and monthly mentorship meetings for novice teachers.

The three weeks of professional development and planning time will take place prior to the start of each academic year as outlined in the school calendar (Appendix I). During this time teachers will participate in professional development to understand the expectations of NM content standards, Xinachtli principles and curriculum, and the dual language curriculum and instructional plan. Dual Language NM and NMSU faculty/staff in mathematics education, bilingual programs, and English Language Arts will work with teachers to strengthen teacher content knowledge. During the professional development sessions, teachers will work collaboratively to finalize units of study and lesson plans and ensure alignment with NM content standards and community expectations, and ensure the units support the individual learning needs of students enrolled in the school.

The school calendar also includes time for teachers to meet weekly (Thursday afternoon) in professional learning communities. These half days will be designated for teacher collaboration on developing weekly learning goals, analyzing classroom assessment data, and planning instruction and interventions to meet student learning needs. Teachers will also be supported by Indigenous Culture pedagogy expert (Carlos Aceves*) to ensure that instruction is aligned to Xinachtli learning philosophy, constructivist learning theory, and the learning needs of students.

Each week teachers will reflect on students learning from the previous week and design interventions and explorations that lead students toward mastery of essential concepts. The weekly routine is designed to focus on student learning and instruction and not on logistics. In addition, 2 full days and 2 half days during the year are scheduled for school staff to review school-wide assessment data to

study the school academic progress. The school staff will use the data analysis to prioritize resources, when needed, to improve student learning in the content areas (NMAC 6.19.8.10-B-(1-9)). The school will follow NM Dash 90-Day Plan and SMART Goals guidelines for creating school goals and action plans to support student learning.

Monthly mentorship meetings for novice teachers will be conducted by school the Principal. During these meetings teachers will get individualized support for curriculum expectations for all content areas, lesson planning, how to organize classrooms for effective learning, school and statewide guidelines for content standards, learning about the Xinachtli philosophy and curriculum, how to incorporate Xinachtli principles throughout the school day, student engagement, learning centers management, parent and family engagement, and general support based on needs. Novice teachers will continue in the mentorship program for a minimum of one year.

Mesoamerican Indigenous Ways of Knowledge are essential for the curriculum development of the Xinachtli (Sheen-ach-tlee) concepts to facilitate and enrich academic learning. The Raíces instructional team will have the support of highly experienced advisory teachers that over the last 15 to 30 years have developed, implemented, and created institutions and established charter schools. They will serve as a model and academic support for curriculum and capacity development for Raíces faculty and staff.

Raíces teachers will be trained and prepared to implement the use of indigenous pedagogy. The following are some of the projects:

- The Mexican American Studies (MAS) program in Tucson, Arizona’s public schools <https://www.youtube.com/watch?v=wlfQrWvpalM&list=PLc8Yca7DATV0eMQY5jbpuSZ9smUKXtsik>
- The Semillas Community Charter School in Los Angeles, California www.dignidad.org, and
- Canutillo Elementary in El Paso County with all reporting positive results. <http://borderzine.com/2012/09/nahuatl-the-aztec-language-that-once-graced-canutillo/>.
- Most recently, during the academic year 2017-2018, Xinachtli is the Bill Childress Elementary School (Canutillo ISD) “Friday Enrichment” program for all grade levels.
- At the University of Texas at San Antonio’s launched an after school program, “The Nepohualtintzin Ethnomathematics Project”, http://education.utsa.edu/news/article/ate_learning_club_draws_from_ancient_roots/ the use of Mesoamerican mathematics that is currently part of an enrichment program.

* **Carlos Aceves, M.Ed.** developed the use of Mesoamerican myth, metaphors, and mathematics under the name Xinachtli (Sheen-ach-tlee) Project beginning in 1990 with the collaboration of three elementary school teachers while he became certified as a bilingual teacher. He began teaching full-time in 1992. From 1995 to 2008 the project was welcomed as an adjunct process to the bilingual program at Canutillo Elementary School. During this time, the project had a permanent advisory board that included Harvard religion scholar David Carrasco, early childhood education researcher Elizabeth P. Quintero, and author Victor Villaseñor. Xinachtli’s efforts and successes have been presented at conferences such as NABE (National Association for Bilingual Education) and published in journals and textbook chapters.

Annually, the Raíces staff under the supervision of the Principal will prepare for evaluation by the PED to determine the effectiveness of their professional development programs based on evidence of improved educator practice and student learning in alignment with NMAC 6.65.2.9. The Principal will develop a plan to annually gather evaluation data that provides evidence of:

1. teacher participant response;
2. teacher participant learning;
3. organizational change and support;
4. teacher participant uses of knowledge and skills; and
5. student learning.

The Chart Below summarizes the focus of the professional development activities and the timeframe devoted to these activities which are related to directing the schools resources to meeting the needs of the students.

Focus Areas for Annual Professional Development Activities	Timeframe for Activities
<u>Three weeks of PD activities before school starts</u> will focus on the National Staff Development Council 8 areas for professional learning and connecting them with the various aspects of the school academic plan and the Xinachtli pedagogy. This instruction will be tied to the NM Content Standards and the dual language curriculum plan. The non-profit Dual Language Education of New Mexico, Inc (DLNM). will be one of the sources for intensive training of the leadership team on how to support linguistic diversity along with discussion and action planning around the Guiding Principles for Dual Language Education and implementing GLAD) strategies. Faculty from NMSU College of Education through Mathematically Connected Communities (MC2) will work with the teachers to strengthen their content knowledge in mathematics education. We have identified several local sources that can provide training in Balanced Literacy, which are used by Las Cruces Public Schools and the neighboring Gadsden School District.	Three weeks prior to the start of school - 15 days - July 18,19, 22, 23, 24, 25, 26, 29, 30, 31 and August 1,2,3,4,5.
<u>Weekly</u> (every Thursday afternoon) teachers will participate in <u>professional learning community meetings</u> where the focus in on teacher collaboration on developing weekly learning goals, analyzing classroom assessment data, and planning instruction and intervention to meet student learning needs plus support to ensure that instruction is being supported by the Xinachtli enrichment program. There will be continuing training in Balanced Literacy and evaluation of its implementation. This time will <u>not</u> be used for staff meetings or logistics. They will focus on teacher reflection of students learning from the previous week and designing interventions that will lead students to mastery of essential concepts.	Weekly Thursday half day Meetings over 37 weeks
<u>Monthly mentoring meetings</u> for novice teachers facilitated by the Principal. Mentoring sessions will be tailored to individual teacher needs.	10 monthly meetings throughout their first year at Raíces
<u>Five Professional Development Days in the Fall and Spring Semesters</u> for teachers to review school-wide assessment data to study the school academic progress.	November 18, Jan 2 & 3, March 17 & 18

Total Points Available	Expectations
8	<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; and • Describe how the annual professional development plan and the mentorship plan for novice teachers ensure the following occur: <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.
<p>CSD EVALUATION: Approaches the Criteria</p> <p>Overall, the applicant's plan for professional development includes sufficient elements that focus on specific areas within set timelines that meets most state requirements. The narratives describes how the school will ensure professional development time is not used during routine staff meetings. Instead, the professional development will take place 3 weeks prior to the school year and through out the year. Additionally, the applicant provides a schedule for the year.</p> <p>However, the plan lacks any detail on how the general professional development plan and mentorship plan are supported by a budget and the process used to address specific professional development needs that are teacher-specific. Although the narrative states, "Mentoring sessions will be tailored to individual teacher needs", it does not include the action steps and associated costs on how those needs will be identified.</p>	

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:**Employer/Employee Relationships and Terms and Conditions of Employment**

The employees of Raices Del Saber are appreciated and key to the success of the school. It is important that the terms and conditions for all classes of employees are clearly documented, communicated, and fall within the rules and regulations of state and federal laws. An employee handbook will be provided to all employees which will include information related to hiring, employment classifications, daily and annual work schedules, school calendar, payroll schedule, salary schedule, evaluation process, benefits, safety plan, discipline policy, code of conduct, grievance policy, and purchase order/purchasing policy.

Classes of Employees

Administrative: The Governance Board hires the Principal of the school. The Principal hires the rest of the staff. The Director of Operations and Community Engagement will also be classified under this category.

Certified: Certified employees are those with specific licenses necessary to execute their job function. These employees include: administrators, teachers, business manager, and ancillary staff.

Non-certified/classified: Non-certified employees do not need a license to execute their job function, with the exception of educational assistants, who are classified as instructional non-certified staff. The office manager, custodian, food service assistant, and information technology coordinator also fall under this category.

Term: Raices Del Saber may employ a term employee for a duration shorter than nine months in the event that there is a vacant position in the school that must be filled in order to deliver educational opportunities to all students. The short-term employee does not become a full-time employee unless the Principal creates a written agreement to extend or change the terms of employment, offer, and scope of work.

Contract Providers: Contracted individuals are independent contractors who work under a contracted services agreement. These providers have no employee status and are not eligible for benefits.

Benefits and Pay Terms

Pay Schedule: Employees will be paid evenly over 24 pay periods, semimonthly.

Teacher Salary Schedule: In accordance with NMSA 22.10.A School Personnel Act, the following is the salary schedule created for licensed staff, based on each level. Certified staff will be contracted for 182 instructional days and 22 non-instructional days, for a total of 204 days.

Teacher Salary Schedule
2019-2020

Level I

Steps	BA	BA + 15	Ma/BA+45	MA + 15	EDS/MA + 45
0	\$36,000.00	\$36,500.00	\$36,800.00	\$36,953.00	\$37,956.00
1	\$36,001.00	\$36,537.00	\$36,837.00	\$36,954.00	\$37,957.00
2	\$36,002.00	\$36,574.00	\$36,874.00	\$37,120.00	\$38,123.00
3	\$36,003.00	\$36,611.00	\$36,911.00	\$37,287.00	\$38,291.00
4	\$36,004.00	\$36,648.00	\$36,948.00	\$37,455.00	\$38,458.00
5	\$36,334.00	\$36,685.00	\$36,985.00	\$37,622.00	\$38,625.00

Level 2

Steps	BA	BA + 15	Ma/BA+45	MA + 15	EDS/MA + 45
0	\$44,000.00	\$44,001.00	\$44,500.00	\$44,600.00	\$44,700.00
1	\$44,001.00	\$44,002.00	\$44,501.00	\$44,601.00	\$44,701.00
2	\$44,002.00	\$44,003.00	\$44,502.00	\$44,602.00	\$44,702.00
3	\$44,003.00	\$44,004.00	\$44,503.00	\$44,603.00	\$44,703.00
4	\$44,005.00	\$44,006.00	\$44,504.00	\$44,604.00	\$44,704.00
5	\$44,007.00	\$44,008.00	\$44,505.00	\$44,605.00	\$44,705.00
6	\$44,009.00	\$44,010.00	\$44,506.00	\$44,606.00	\$44,706.00

7	\$44,011.00	\$44,012.00	\$44,507.00	\$44,607.00	\$44,707.00
8	\$44,013.00	\$44,014.00	\$45,596.00	\$45,597.00	\$45,598.00
9	\$44,015.00	\$44,016.00	\$45,632.00	\$45,634.00	\$45,635.00
10	\$44,017.00	\$44,018.00	\$46,161.00	\$46,163.00	\$46,164.00
11	\$44,019.00	\$44,020.00	\$46,244.00	\$46,245.00	\$46,246.00
12	\$44,021.00	\$44,022.00	\$46,247.00	\$46,248.00	\$46,249.00
13	\$47,397.00	\$47,398.00	\$48,361.00	\$48,362.00	\$48,363.00
14	\$47,399.00	\$47,400.00	\$48,444.00	\$48,445.00	\$48,446.00
15	\$48,526.00	\$48,527.00	\$48,529.00	\$48,530.00	\$48,531.00
16	\$48,527.00	\$48,610.00	\$48,611.00	\$48,612.00	\$48,748.00
17	\$48,749.00	\$48,750.00	\$48,751.00	\$48,752.00	\$49,826.00
18	\$48,754.00	\$48,755.00	\$48,756.00	\$48,757.00	\$49,827.00
19	\$48,860.00	\$48,861.00	\$48,862.00	\$48,863.00	\$49,864.00
20	\$48,865.00	\$48,944.00	\$49,163.00	\$49,164.00	\$49,865.00
21	\$50,087.00	\$50,088.00	\$50,100.00	\$50,101.00	\$50,102.00
22	\$50,090.00	\$50,091.00	\$50,101.00	\$50,102.00	\$50,103.00
23	\$50,091.00	\$50,092.00	\$50,102.00	\$50,103.00	\$50,104.00
24	\$50,093.00	\$50,094.00	\$50,103.00	\$50,104.00	\$50,105.00
25	\$50,095.00	\$50,096.00	\$50,104.00	\$50,105.00	\$50,106.00

26	\$50,097.00	\$50,098.00	\$50,105.00	\$50,106.00	\$50,107.00
27	\$50,099.00	\$50,100.00	\$50,106.00	\$50,107.00	\$50,108.00

Level 3

Steps	BA	BA + 15	Ma/BA+45	MA + 15	EDS/MA + 45
0	\$54,000.00	\$54,001.00	\$54,002.00	\$54,003.00	\$54,004.00
1	\$54,001.00	\$54,002.00	\$54,003.00	\$54,004.00	\$54,005.00
2	\$54,006.00	\$54,007.00	\$54,008.00	\$54,009.00	\$54,010.00
3	\$54,011.00	\$54,012.00	\$54,013.00	\$54,014.00	\$54,015.00
4	\$54,016.00	\$54,017.00	\$54,018.00	\$54,019.00	\$54,020.00
5	\$54,021.00	\$54,022.00	\$54,023.00	\$54,024.00	\$54,025.00
6	\$54,026.00	\$54,027.00	\$54,028.00	\$54,029.00	\$54,030.00
7	\$54,031.00	\$54,032.00	\$54,033.00	\$54,034.00	\$54,035.00
8	\$54,433.00	\$54,434.00	\$54,435.00	\$54,436.00	\$54,438.00
9	\$54,434.00	\$54,435.00	\$54,436.00	\$54,437.00	\$54,539.00
10	\$54,435.00	\$54,436.00	\$54,437.00	\$54,438.00	\$54,540.00
11	\$54,436.00	\$54,437.00	\$54,438.00	\$54,439.00	\$54,541.00
12	\$54,997.00	\$54,998.00	\$54,999.00	\$55,000.00	\$55,001.00
13	\$56,104.00	\$56,105.00	\$56,107.00	\$56,108.00	\$56,109.00
14	\$56,110.00	\$56,112.00	\$56,113.00	\$56,114.00	\$56,115.00

15	\$56,291.00	\$56,292.00	\$57,516.00	\$57,517.00	\$56,295.00
16	\$56,384.00	\$56,385.00	\$57,517.00	\$57,518.00	\$57,519.00
17	\$56,477.00	\$56,478.00	\$57,518.00	\$57,519.00	\$57,520.00
18	\$56,571.00	\$56,572.00	\$57,519.00	\$57,520.00	\$57,521.00
19	\$56,664.00	\$56,665.00	\$57,520.00	\$57,521.00	\$57,522.00
20	\$56,756.00	\$56,759.00	\$57,521.00	\$57,522.00	\$57,523.00
21	\$56,849.00	\$56,854.00	\$57,522.00	\$57,523.00	\$57,524.00
22	\$56,942.00	\$56,947.00	\$57,523.00	\$57,524.00	\$57,525.00
23	\$57,035.00	\$57,040.00	\$57,524.00	\$57,525.00	\$57,526.00
24	\$57,127.00	\$57,134.00	\$57,525.00	\$57,526.00	\$57,527.00
25	\$57,220.00	\$57,228.00	\$57,526.00	\$57,527.00	\$57,528.00
26	\$57,221.00	\$57,322.00	\$57,527.00	\$57,528.00	\$57,529.00
27	\$57,222.00	\$57,415.00	\$57,528.00	\$57,529.00	\$57,530.00

Principal Pay Terms: The Principal will be on a 240 day contract. The Principal salary is negotiated, based on education and years of experience. For budgeting purposes, the salary is set at \$70,000, which meets the statutory minimum. The Principal will be paid over 24 pay periods, beginning in July and ending in June.

Director of Operations and Community Engagement Terms: The Director will be paid on a 240-day contract. The Principal will set their salary. For budgeting purposes, the salary is set at \$55,000. The Director will be paid over 24 pay periods.

Educational Assistant Terms: The Educational Assistants will be on a 203-day contract. The Principal will set their salary based on education and years of experience. For budgeting purposes, the salaries are set at \$12,000 each. The assistants will be paid over 24 pay periods beginning in July and ending in June.

Assessment Coordinator/Reading Interventionist: The Coordinator will be on a 204-day contract for 3.5 hours per day (.50 FTE). For budgeting purposes their salary will be set at \$22,000 per year. The Coordinator will be paid over 24 pay periods beginning in July and ending in June.

Office Manager: The Office Manager will be on a 220-day contract. For budgeting purposes, the salary is set at \$25,000 and paid over 24 pay periods.

Benefits: Full-time employees at Raices Del Saber will be eligible to receive full benefits, which includes health insurance, life insurance, dental, vision, disability, unemployment compensation, and workers compensation. Employees must be active and work a minimum of 25 hours per week, as outlined by the New Mexico Public Schools Insurance Authority Employee Benefits Program (NMPSIA). Employees are eligible for life insurance if they work a minimum of 15 hours per week, regardless of whether or not the employee is eligible for other benefits through NMPSIA. Raices contribution and the employee contribution will vary depending on the employee's yearly salary. Raices will follow the guidelines as outlined in the NMPSIA premium cost worksheet.

Retirement: Raices Del Saber will make required contributions for employee retirement benefits. Including the New Mexico Educational Retirement Board (ERB) and Social Security. Raices will contribute the current rate of 13.90% to ERB for employees whose salary is over \$20,000. The employee's contribution rate is 10.70%. Eligible certified and classified employees will participate in the ERB program, in which the employer and employee each contribute the statutory amount. Raices Del Saber is aware that charter schools have the choice to opt-out of Social Security, under the section 218 Social Security Agreement, which we have no intention to do. All employees will participate in the Federal Social Security Program.

Daily Work Schedules and Annual Work Calendars

Work Schedule: Raices Del Saber employees will be expected to arrive at work at 7:15 a.m. daily. On regular schedule days, staff will be dismissed at 4:00 p.m. Part-time employees will create an individualized work schedule with the Principal. Contracted employees will also create a work schedule with the Principal.

Certified staff will be on a 204-day contract. (Teachers, Educational Assistants, Special Education Teacher, Assessment/Reading Coordinator).

Classified staff will be on a 220-day contract. (Office Manager)

Administrative staff will be on a 240-day contract. (Principal and Director of Operations and Community Engagement))

Annual Calendar: Raices work calendar has 182 instructional days and 22 non-instructional days. See Appendix I for the school calendar.

The certified teaching staff calendar includes:

- 182 instructional days
- 22 professional development days
- 20 holidays (which includes Thanksgiving, Winter Break, Spring Break, and observed holidays).
- 4 parent teacher conference days
- Every Thursday is a half-day of professional development

Classified staff will follow the same calendar as the certified staff, with an additional seventeen (17) days of work based on the needs of the position.

Administrative staff will also follow the same calendar as certified staff, with an additional thirty-seven (37) days to be allocated over the course of the year based on the needs of the position.

Leave: Raices Del Saber recognizes that there will be times throughout the year when employees must miss work. Employees will be required to submit leave request forms and submit them to the Principal for approval. In the event an employee must call in sick, the leave request must be submitted when the employee returns to work.

- *Sick Days* - Certified staff will accrue 10 days of sick leave per year, with unlimited accrual. Classified staff and Administrative staff will accrue 12 days per year with unlimited accrual.
- *Personal Days* - Every full-time staff member will be granted 2 personal days per year. The leave request form must be submitted to the Principal at least 14 days in advance.
- *Family Medical Leave Act* - Full-time employees who have completed at least ninety (90) days of continuous employment will be entitled to an unpaid leave of absence for family care, maternity or adoption. An employee may apply for a family care leave of absence to care for certain members of one's immediate family (parents, children, spouse, domestic partner, siblings, and grandparents) due to the family member's serious health condition. Family care leaves of absence also may be used to care for a newborn or newly adopted child as maternity leave, paternity leave, and adoption leave. Family care leaves of absence may be authorized for up to twelve (12) weeks.
- *Jury Duty* - All employees will be granted jury duty leave when summoned for jury duty, without having to use their sick or personal days. Employees summoned for jury duty should inform the Principal immediately so that alternative accommodations can be made. Supporting documentation must be provided to the Principal.
- *Other types of leave* - Raices Del Saber is aware that there are other types of leave that may be necessary to grant to employees in the event of extenuating circumstances such as bereavement leave, military leave, etc. In these instances, the employee must get approval from the Principal.

Primary Conditions of Employment

Raices Del Saber will expect all staff members to remain professional at all times. The following expectations are the foundation for all staff to follow and develop the attitudes and responsibilities necessary to function as a valuable member of the Raices team. All Raices staff are required to do the following:

- Practice professional and respectful discourse in all communication with his/her colleagues, students, parents, community members and school partners and will do their best to consider others' points of views when identifying and solving problems.
- Be on time to school, class, meetings, professional development, and any other scheduled

school functions.

- Dress professionally.
- Be expected to support each other and go to the source when there is a conflict and use appropriate measures to resolve the problem.
- Be honest at all times.
- Help maintain a safe work environment. [This includes not coming to work under the influence of alcohol or illegal drugs, not possessing firearms or weapons at work, not engaging in physical aggression with any staff member. Staff will also be required to keep their classrooms clean and free from clutter or obstacles to avoid injury to students and staff.]
- Hold the required licensure and endorsements for the position, and provide accurate and honest information regarding employment history, experience, and any prior criminal activity.
- Must obtain and clear a background check

Employee Conflict and Grievance Policy

Raices Del Saber will implement a policy with regard to the filing, processing, and resolution of employee complaints. Raices recognizes that most personnel difficulties encountered by employees arise from a lack of communication. This procedure is designed to provide a formal plan so that problems may be resolved before far more serious issues result. The procedure follows these guidelines:

- Grievant shall mean an employee who is personally and directly affected by a condition for which he or she seeks a resolution.
- Grievance shall be an allegation by an employee that the treatment he or she has received from a supervisor is unfair or improper, or that there has been a violation or inequitable application of Governance Board policy, administrative rules or procedures that directly or adversely affects the grievant. A single grievance may be submitted by one person or jointly by more than one grievant.
- In the event that an employee(s) believes he or she has been treated unfairly, the employee should discuss the situation with the Principal in an effort to resolve the issue.
- If a resolution has not been reached through the discussion, the employee should present the written material to the Principal within two (2) business days of receiving their Principal's response.
- The Principal will respond to the employee(s) within two days of receiving the complaint.
- If the Principal cannot resolve the complaint, the employee(s) may present the complaint to the Governance Board. The Governance Board will review any complaint brought before them and will respond in writing to the parties concerned within fifteen (15) days of receiving the complaint. The decisions of the Governance Board are final.
- There will be no retaliation of any kind against an employee for bringing up complaints under this procedure.

Employee Discipline, Re-contracting, Discharge

Discipline: All employees and contract service individuals are expected to accept certain responsibilities and follow acceptable business principals in matters of conducts and exhibit a high degree of integrity at all times. Employees are encouraged to observe the highest level of standards of professionalism at all times. All employees will be required to follow the Code of Ethical Responsibilities of the Education Professional, 6.60.9 NMAC. Types of behavior that Raices considers inappropriate include, but are not limited to, the following:

- Falsifying employment records;
- Violating the Raices anti-harassment policy;
- Soliciting or accepting gratuities from students or their families;
- Excessive absenteeism or tardiness;
- Excessive, unnecessary, or unauthorized use of Raices property or supplies;
- Reporting to work under the influence of drugs or alcohol;
- Illegal manufacture, possession, use, sale, distribution, or transportation of drugs;
- Fighting or using obscene, abusive, or threatening language or gestures;
- Theft of property from co-workers, students, or the community;
- Unauthorized possession of firearms on Raices premises or while on Raices business;
- Disregarding safety or security regulations;
- Insubordination;
- Failing to maintain the confidentiality of Raices employees, students, or family information;
- Conviction of any felony or crime of moral turpitude;
- Abandonment of position; and
- Failure to maintain appropriate credentials required for the position.

Should an employee's performance, work habits, overall attitude, conduct, or demeanor become unsatisfactory based on violations whether of the above or any other Raices policy, rules, or regulations, the employee will be subject to disciplinary action, up to and including termination. Before or during imposition of any discipline, employees may be given an opportunity to relate their version of the incident or problem at issue and provide any explanation or justification they consider relevant. Where appropriate, a policy of progressive employee discipline may be followed if the Principal deems it appropriate under the circumstances. At no time will the Principal be precluded from taking any disciplinary action he/she deems appropriate. Progressive discipline can include:

1. Verbal Reprimand
2. Written Reprimand
3. Suspension (leave without pay)
4. Termination/Discharge

Re-contracting: Employment contracts will be signed prior to the beginning of each fiscal year. In accordance with NMSA 22-10A-23, the offer of re-employment must be accepted in writing within 15 days of notice or 15 days of the last day of the school year, and a written employment contract must be signed and executed no later than one day before the first day of the new school year.

Discharge: Raices Del Saber will comply with all applicable laws related to termination of employment, including notice, which is required on or before the last day of the school year or existing employment contract. Furthermore, termination is defined as non-renewal of contract for the following school year. For employees who have been employed by Raices Del Saber for less than three consecutive years, any reason for termination will be sufficient, and the employee must be provided with a written reason within 10 days of the request. For employees who have been employed by Raices Del Saber for more than three consecutive years, just cause reasoning must be provided, meaning: a reason that is rationally related to the employee's competence, moral turpitude, or the improper performance of the employee's duties and that it is not in violation of the employee's civil or constitutional rights. The employee may dispute the termination with the Governance Board. Both parties must follow the outlined timeline in NMSA 22-10A-24 and 22-10A-25.

Unions

Employees are not covered under any collective bargaining agreement. The Employees of Raices are not employees of the local school district. Raices does not intend to have an employee bargaining agreement. However, in the event that circumstances lead to the Board voting to develop an agreement, the Governance Board will negotiate a collective bargain agreement as provided in the National Public Employees Labor Relations Act.

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, re-contracting, and contract termination processes; and • Explain how the school, through the governing body and head administrator, will address employee unions and other school-specific employee representatives.
<p>CSD EVALUATION: Meets the Criteria</p> <p>The applicant's response addresses all the components of this section. It presents all classes of employees, including full-time, part-time, certified or non-certified, and exempt or non-exempt. Benefits, pay terms and salaries are outlined and in accordance with state statute. The applicant plans to renew contracts and states, "Employment contracts will be signed prior to the beginning of each fiscal year. In accordance with NMSA 22-10A-23, the offer of re-employment must be accepted in writing within 15 days of notice or 15 days of the last day of the school year, and a written employment contract must be signed and executed no later than one day before the first day of the new school year."</p> <p>Annual work days for employees range from 204 to 240 days based on the position. Included in the response are the major conditions of employment which align with state mandates. They include background checks, fingerprinting, employment contracts, and license requirements. Additionally, protocols have been developed to address employee grievance, employee discipline, re-contracting, and discharge. Lastly, the narrative address employee unions.</p>	

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:

Parental, Professional Educator, and Community Involvement in Governance

One of the main components of the philosophy and mission of Raíces is to live up to its name by providing parent engagement in all aspects of the school. Raíces will create a warm and welcoming environment and systems for families to assist in meaningful ways that lead to their children's educational success. The Director of Operations and Community Engagement will be primarily responsible for designing, developing, coordinating and implementing a parent and community strategy that includes the formation of a Concilio de Padres y Padrinos Sabios (Parent/Community Advisory Council). The Director of Operations and Community Engagement will identify parent leaders to convene and organize the Parent/Community Council. In addition, the parent/community strategy will incorporate a bilingual, bicultural and culturally appropriate communication system by seeking their input on the best means of communicating and implementing multiple strategies including: home visits, newsletters, robocalls, phone calls, emails and other social media. Also, we will refine our system of communication under a continuous improvement framework between teachers, students, parents and administrators to address and overcome any challenges and limitations as the school community evolves.

The Governance Board will hold one seat for a parent member as a means of parent input and participation in the operations of Raíces. As a dual language school, and in honor of the NM Constitution, Raíces will publish all materials in Spanish and English. To meet the needs of parents, Raíces will take into consideration parent availability and schedules to facilitate their engagement such as conducting evening meetings and hosting weekend activities if necessary. Founders of Raíces during the development of the charter application conducted parent forums to gain input and will continue meeting with prospective parents throughout the planning year. As students are recruited and enrolled, staff will conduct home visits prior to the first day of school to assess families' needs and start to build relationships.

Raíces will provide four (4) structured parent teacher conferences each year, the first of which will occur in September to share information on student screening assessments and student learning plans. In addition, monthly activities will be outlined that encourage the participation of parents in the guidance of professional educators. Given the cultural relevance of the mission of Raíces, monthly professional development trainings are critical to obtain professional educator input and to engage

them in the ongoing formation of the school. Monthly Governance Board meetings will be open for anyone to attend and will include an agenda that is published in advance of the meeting, community input time, and professional translation services. To ensure full participation of parents, child care, transportation and snacks will be considered based on funding availability.

Raíces organizational structure outlines a Parent Council that will be an integral element of the operation of the school. The Parent Council will be the mechanism for parents to participate in designing, planning, and implementing the guiding principles of the school. The Parent Council is part of the essence of Raíces that will guide achievement of the mission of the school and ensure the environment and curriculum is grounded and rooted in appreciation of each student's cultural heritage in a way that will be transformative for parents, students, and faculty. Cultural heritage and positive identity transformation, as key guiding principles, will be embraced and embedded within the parent and child relationship. The Parent Council will be aligned with the community engagement objectives of the school.

Raíces acknowledges cultural elements in parent involvement. The Director of Operations and Community Engagement will develop in conjunction with the parent council a bilingual family/student handbook. The handbook will outline student responsibilities as well as a parent invitation to engage with our school. The handbook will outline and review the legal matters and or presentation of its information.

Raíces will host an open house/convivio prior to the initiation of each semester. At such an event, staff will facilitate a session with Q&A to introduce the family/student handbook. Culturally appropriate activities will be integrated with the presentation of the handbook that will provide an opportunity for dialogue with community, parents, and staff regarding the upcoming semester and the mutual expectations. At this activity, signup will be required by all participants including staff. In addition to the sign-in sheet, information will be provided for all parents in attendance and will be documented for future records and assessment purposes.

Raíces family/student handbook will outline parent's services and their potential contributions within the context of the mission and school policies. It should be noted, Raíces acknowledges that parents at no point will be required nor mandated to participate in any activity as a condition for their child's enrollment in the school or the offering of full services and learning opportunities available to other students..

Finally, Raíces will create opportunities for parents to contribute to the cultural calendar of activities throughout the year. As such, parents will be engaged as volunteers at the school. Raíces understands that student safety is paramount and that will be reflected in the school's volunteer policy. Raíces will include background checks for parent volunteers who are in direct contact with students, as well as a school volunteer sign in log and volunteer guidelines.

Raíces educational staff nominates one staff member each year to serve as a liaison between the staff to the Parents Council (Concilio). This liaison reports to the Concilio on

activities, opportunities, and challenges at the School. They will also take from the Concilio recommendations and concerns to the Principal related to staff continuous improvement in the staff relationship with the parents.

Summary

In the narrative above, underlining of key words has been used to call attention to: 1) the numerous ways that the school operations and governance structures provide for parent, teacher, and community input into the operations of the school to advance the school mission, 2) the many ways that the Staff and Board are planful about creating a welcoming environment to parents, students and the community, and 3) to ensure that parents who cannot or are not willing to participate in the many opportunities for input will not be penalized, nor will their children be ignored in receiving all services and learning opportunities that other students receive.

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 the following: <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; and 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.
<p>CSD EVALUATION: Approaches the Criteria</p> <p>The applicant's response provides a clear plan for communicating and inviting families to participate in the Parent Council, which “will be the mechanism for parents to participate in designing, planning, and implementing the guiding principles of the school” as well as other opportunities to serve on the board and through school events. Although the applicant has described several opportunities for parental attendance, the applicant does not provide a compelling response to addresses how these opportunities are meaningful for parental input, professional educator input and community input. For example, the applicant states, “The Governance Board will hold one seat for a parent member as a means of parent input and participation in the operations of Raíces”, however, the response does not elaborate on how it will help further the school's mission.</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 governing body.

APPLICANT RESPONSE:

Raíces Grievance Process

The Raíces Office Manager will develop a protocol to document all student and family enrollees, activities and processes. These activities and processes will include things such as information on orientation activities, home visits, parent teachers conferences, the signature page signed by each parent and student enrollee, and many forms such as permission forms for picking students up during or immediately after the school day, forms for signing to become a parent/community volunteer and, very importantly, the form for filing a grievance/complaint from the community, parents and families, or students.

Raíces grievance process will be included in the first edition of the parent/student handbook. The process will include a clear set of action steps, timeline for responses, and responsible parties. Instructions for the process will be described and the form will be distributed and discussed during the first parent/teacher conferences at the beginning of the school year.

The Director of Operations and Community Engagement in conjunction with the Office Manager will develop a draft of the grievance form to be filled out and proposed steps for the process to be critiqued in a joint meeting of the Principal, a Governance Board Member, Parent Council representatives, and the teacher representative to the Parent Council no later than August 1 of 2019. Suggested revisions will be made to submit the proposed process for approval at the August Governance Board meeting. The process will be reviewed and revised, if needed, during the first year of operation once the Parent Council is more fully organized. Each year thereafter the process will be reviewed at least once during the year with an announcement of the review on the school website and through the various communication channels.

The first action step will be initiated by the complainant by formally submitting the grievance to either the Director of Operations and Community Engagement or to the Principal. Both parties will have the responsibility to review and assess the grievance within 24 hours. Depending on the essence of the grievance, either party will schedule a mediation session/meeting with the affected parties for a possible resolution.

After the initial session, the Principal will assess what the second action step should be within the administrative domain. If the complaint was resolved with the initial step and the complainant expresses that a meaningful opportunity to be heard by the person(s) identified in the complaint had taken place, then the Principal or Director of Operations and Community Engagement will file the appropriate documentation to be archived by the Office Manager. If the grievance remains unresolved after an initial mediation session, the principal will act within 24 to 48 hours by informing the Governance Board in writing of the formal complaint whether the complainant is a parent, student or community member(s).

Upon review of the grievance, the Board in its open meeting (while protecting the identity of the

parties involved) will assign the grievance to the appropriate committee to investigate the matter and inform the community or interested parties of their consideration of the grievance and the process that will be followed. It should be noted that ADA specific legal requirements of the McKinney Vento and Special Education Grievance Process will be adhered to and accommodations made for any student with an Individual Education Plan (IEP). If the Board committee and the Principal are unable to obtain resolution through a convening of the all the interested parties, the Governance Board will either seek legal advice or proceed to inform the Public Education Commission, within three days, and then seek legal advice.

The chart below spells out the action steps, timeframes and person(s) responsible for developing and reviewing the grievance process for parents, students and community members in the first year of operation.

Action Steps	Timeline	Person(s) Responsible
Develop a draft of the form for filing grievances and the process to be followed by parents/families, community members and students	No later than July 26	Director of Operations and Office manager
Review of form and process by Principal, Parent Council Representatives, Teacher Representative to Parent Council and one Board Member	No later than August 1	Director of Operations to set up meeting
Place on Board Agenda to be approved at August Board Meeting	August 13	Board Chair
Place the form and process description on the school website and in Parent/Student Handbook	No later than August 15	Office Manager
Discuss form and process at first Parent Teacher Conference of the year.	September 13	Classroom Teacher
Parent Council, Principal and Teacher Rep to the Council, and Board Member review how the process is working.	December & April Meetings of the Council	Chair of Council puts review on the meeting agenda
Tentative Proposed Steps to Resolve Grievance		
Action Step	Timeframe	
Complainant files a grievance report with office Manager.	Whenever issue arises	
Principal or Director of Operations reviews filed complaint.	Within 24 hours	
Principal or Director of Operation schedules a meeting with named parties at earliest possible time.	Schedule within 24 hours for the earliest possible meeting time	

Principal or Director of Operations facilitates the meeting.	At the time agreed to for meeting
If the complaint is resolved, the facilitator of meeting files a written record of the resolution and files with office manager.	Within 24 hours
If the matter cannot be resolved, the Principal notifies the Board.	Within 24 to 48 hours
Board appoints an Ad Hoc Committee to investigate the complaint and meet with the named parties	Within 24 to 48 hours
If the Board cannot resolve the complaint, it will seek legal advice and/or notify the PEC and seek advice on legal steps.	Within 24 hours

Total Points Available	Expectations
8	<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 families, 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; and Provide assurances that the school will additionally meet the specific legal requirements of the McKinney Vento and special education grievance processes.
<p>CSD EVALUATION: Meets the Criteria</p> <p>The applicant's response clearly details the elements that will be included in the school's grievance process. A chart is provided that describes each step of the grievance process from beginning to the resolution. Additionally, this plan includes appropriate timelines to ensure grievances are addressed in a timely manner. The plan specifies how specific populations with grievances will be processed, including special education and homeless students.</p>	

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:**Raíces Outreach and Recruitment Plan**

Raíces outreach and recruitment plan will ensure equal access to the proposed school by partnering with existing early childhood organizations and education institutions within the Paso del Norte region. Raíces is developing and maintaining an on-going professional relationship with a number of community for profit, nonprofit, and civic organizations and local institutions that will benefit from and enhance the school's mission such as: New Mexico State University, Las Cruces Public Schools, Green Chamber of Commerce, Community Action Agency, Cultivating Communities, Children's Reading Alliance, La Semilla Food Center, Alma D'Arte Charter School, Piro-Manso-Tiwa Tribe of Guadalupe Pueblo, and the Raramuri (Tarahumara) Community in Las Cruces.

Raíces founders are for the most part systems change agents, with vision, commitment, passion, and personal and professional experience that has and will continue to inspire our community to embrace Raíces as an opportunity for positive identity transformation and a conduit to strengthen appreciation for cultural heritage to improve education outcomes. Raíces co-founders are local and have decades of experience in their areas of expertise (Example: Carlos Aceves has taught the enrichment model and proved its superior value to all who have worked with him at Canutillo Elementary). Given the interdisciplinary, intergenerational cultural perspectives of the founders, along with their passion for germinating a seed of change within the educational system, we believe Raíces will be effective in attracting a representative student body for the targeted community.

La Clínica de Familia, Doña Ana Head Start, the Child Care Service Providers at Home Program directed by the Community Action Agency of Southern NM, and Las Cruces Public Schools Head Start programs as well as various public and private child care centers, such as the Children's Garden and Myrna's Children's Village at NMSU will be sources for student recruitment. Additional early childhood partners will be contacted via phone calls, flyers, door to door recruitment, house meetings, personal one-on-one meetings, social media, and electronic communication after September 2018. Existing Charter Schools such as Alma D'Arte, Las Montañas, Academia Dolores Huerta, and J. Paul Taylor Academy have been aware of our efforts and will also be updated in June 2018. Las Cruces Public Schools Board members as well as the Superintendent have been informed and have expressed enthusiastic support for Raíces. The J. Paul Taylor Academy has 200 students on their waiting list. Clearly there is a great demand on the part of parents to be able to enroll their children in innovative charter schools.

The concept of Raíces, as a community school, has been long awaited by parents within Doña Ana County and communities in close proximity to the U.S./Mexico Border region. Based on responses in Raíces meetings and forums with parents, interest has been affirmed as well as the commitment to assist in the formation of a Parent Advisory Council and recruitment of parents and students to attend our ongoing public meetings. The next one will be on June 17, 2018. It is essential to schedule our parent meetings on a Saturday to ensure fathers as well as mothers can attend. At these meetings

Parents talk about the need to have a more culturally responsive school that they can engage with and to which they can entrust the education of their children. As one mother stated “A teacher told me that she will be getting paid regardless if my child learns or not”. This mother perceives Raíces Del Saber as a hope for a better education for her children.

We continually update a database of interested parents from the 29 community meetings we have already held over a period of 23 months. At our most recent gathering on May 19 we had more than 50 parents and children come to learn about the proposal and promise of Raíces. Parents participated in a four hour session and children experienced the Xinachtli curriculum and shared what they learned with their parents in the closing activity. These groups have encouraged us in developing a list of recruitment strategies that we will be implementing throughout the fall months of 2018 and spring months of 2019. These strategies include:

1. Neighborhood meetings that are being organized by parents who have attended our information meetings and are now in our database.
2. Community dialogues and demonstrations with parents from the LCPS and NMSU Head Start Programs.
3. Gatherings with client families from La Clinica de Familia
4. Community dialogues and demonstrations with the families who are on the list of parents who have been through the courses of the Children’s Reading Alliance on how to be your child’s first teacher
5. Evening gatherings with parents at nonprofit and for-profit preschool daycare centers whose children will be entering kindergarten in the fall of 2019
6. Distribution of Promotional flyers going door to door in neighborhoods close to our proposed facility for the school.

Below is a chart of proposed recruitment targets for 9 months from September of 2018 to May of 2019:

Targeted Audience	Recruitment Activities	Timeline
Neighbors of parents from database	Parent Organized Neighborhood Meeting	Monthly starting Sat. Sept 8, 2018
Neighbors of parents that are not in our database	Identify areas of strategic neighborhoods to organize a “Knock on Doors campaign. Walk through out popular parks during weekends, Identify locations for distribution of flyers and brochures out of local markets and popular stores and churches.	Monthly starting October 2018
Local Media (Popular Radio Stations, TV, Newspapers, Social Media, Raices Webpage, FB, Whatsapp, etc. to include Spanish-language venues)	Develop a Media strategy: a) look for interviews in local radio stations and TV shows, b) develop Raices Website and FB page, c) produce and distribute at neighborhood level flyers, brochures, bulletins and	Starting October 2018 to July 2019

	posters announcing the future school.	
Government Entities (Las Cruces City Council, Board of DAC County Commissioners, Las Cruces School Board)	Have public presentations during meetings of Government entities.	Starting October 2018
Faith Based Sector	Visit different Churches to present to their audience our future educational option	Starting November 2018 to July 2019
Business Sector (Local Chamber of Commerce, including Hispanic and Green Chamber of Commerce)	Have presentations during their Membership meetings to ask for support and promote the future school	Start March 2019 to July
Private Childcare Centers	Develop a list of Private Childcare Centers, build relationship with their directors asking for periodic presentations with their families, and conduct promotion for enrollment at their centers.	Starting January 2019 to July
Schedule information/workshop sessions with the Head Start parents in the Las Cruces Area	Work with both the Head Start Program a NMSU and LCPS	Starting in January 2019
Schedule information/workshop sessions with La Clinica de Familia clients	Will work with the Parent Engagement Coordinator at Ngage NM who is also a La Clinica staff member.	From January to June 2019

We believe that once the announcements go out should the Raíces Charter be approved, parents will become very eager to enroll their child based on the many requests we have had from interested parents to be informed as soon as we know about the school's charter approval. Our past efforts at information sessions have helped us hone our presentations to make them very appealing to potential families and we have now developed a number of promotional materials that are readily available the minute we get a date set with the various groups that have agreed to help us recruit. For instance, the director at Myrna's Village on the NMSU campus had offered to work with us to access their 150 students who will be ready for kindergarten in the fall of 2019. For all these reasons, we believe that the 10-month recruitment campaign that we propose is reasonable in securing full enrollment for the beginning of school in August 2019 in two kindergarten classes and one 1st grade class.

Efforts to Make Sure All Demographic Groups Have Equal Access to Raíces

Utilizing the database for recruitment, at the end of each month we will go back and compare enrollment numbers with recruitment strategies to develop a flowchart every two month. We will review early childhood enrollments by grade level and evaluate the effectiveness of the various strategies to see if the pipeline is working and whether each grade level of students has equal access to the school. Based on the results of this analysis, we will begin stepped up recruitment efforts if we see that certain demographic groups are over or under-represented.

Raíces annual evaluation will be based on documented responses of parents and children attending outreach and recruitment community events. Demonstrations of our enrichment and dual language program results will be surveyed quarterly and will be constructed to reflect our community's opinion of their child's growth and self-esteem. Based on our regional demographics, Raíces student body will likely be at least 75% Hispanic and our waiting list will reflect the communities' eagerness to have their children participate in Raíces. Enrollments may exceed available classroom slots for students and we will then move to a lottery process to ensure that all ethnicities will have a fair chance to be enrolled in Raíces.

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 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; and Explain why the recruitment and enrollment timelines are reasonable.
<p>CSD EVALUATION: Approaches the Criteria</p> <p>The applicant's response describes a prospective student outreach and recruitment plan, including action steps, timelines, and responsible parties. The plan proposes to reach its recruitment targets within the 9 month timeframe of September, 2018 to May, 2019.</p> <p>Additionally, the applicant describes that the database for recruitment will be used to compare enrollment numbers with recruitment strategies on a monthly basis. The results will be used to determine if the school must increase its recruitment efforts to provide equal access to its targeted students. However, it is not clear if the "documented responses of parents and children attending outreach and recruitment community events" is separate from the data used in the prior statement and how this data will inform the school annually on the effectiveness of the outreach and recruitment efforts in ensuring equal access to the school and how the school will use that information to adjust the outreach and recruitment plan.</p> <p>Lastly, this plan describes the multiple recruitment activities that will take place, but does not identify the costs associated with those activities.</p>	

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:

Plan to Implement Lottery Process

Raices del Saber Xinachtli Community School (Raices) abides by all legal admission policies. All programs are open regardless of a person's sex, race, religion, national origin, ancestry, pregnancy, marital or parental status, sexual orientation, or physical, mental, emotional, or learning disability. Raices will not charge tuition and will be nonsectarian in all its programs. Likewise, discrimination will not be tolerated in any way in the school community including staff hiring, programs, practices and operations. Applications for students will be accepted during the open enrollment period. Raices will hold a random public lottery process to place students within the school if full enrollment targets are met and exceeded during initial enrollment. Once students are enrolled into the school, families will be invited to participate in an orientation during which they will become more familiar with Raíces del Saber. Orientation will be a time for families to ask questions of the school leaders, and turn in registration paperwork. This orientation is held two weeks after the lottery process is completed.

Pre-Lottery Entry: Raices will reach out each Fall to encourage equal access to all families to create a diverse student body. Enrollment in Las Cruces schools at any given time runs from 74-78% Hispanic. The Raices team members and volunteers will attend community events, hold community meetings, and build on our network of community supporters to reach minority populations (Non-Hispanic, Asians, African Americans, etc.) in our region. As a part of this outreach process, we will distribute and collect lottery applications, which will be available at all recruitment and outreach events in multiple languages. Predominantly non-Hispanic organizations will be sought out on an ongoing basis. These efforts will help us gauge interest from families and parents about Raices, as well as create a list of the approximately 25% minority families we can reach out to once our enrollment period is re-opened. Our enrollment and application submission period lasts for 14 weeks, from January 1st each year to the first Friday of April. For our first year, the enrollment period will run from January 1, 2019 – April 7, 2019. Once our enrollment period is open, we will contact the families who have submitted Interest and invite them to submit a lottery application. The lottery application (which only asks for student name, grade level and parent contact information) will be available in multiple languages and in both hard copy and electronically via our website and social media outlets. Families have until the first Friday in April to either submit their application electronically or in person. We have set the close of the enrollment period one week prior to the lottery, so that the Raices operations team has time to prepare the lottery drawing, which will take place on the second Friday in April.

Lottery: Raices del Saber Xinachtli Community School will conduct an open and public lottery with all application forms submitted prior to the end of the enrollment period in the first week of April. The date, time, and location of the lottery will be advertised on the school's web page, social media outlets, and posted around the exterior of the school. If appropriate, the school may also announce the lottery via other publicity outlets. We will also publicize the lottery date at any events we attend or wherever we have a presence for recruitment and outreach. The goal is to ensure awareness of the enrollment period, process, and the lottery date. The lottery will take place during the second week

of April for the upcoming school year.

At the end of the enrollment period (the end of the first week of April), the Director of Operations (with support from the Principal, and after the planning year, the Office Manager) will ensure that all student names are placed on individual cards, grouped by grade level. Until it is time for the lottery, the cards will be placed in a secure box. At the publicly announced time and location, the Director of Operations will conduct the lottery by randomly selecting name cards from the box. The process will occur one grade at a time. For the first lottery, 2nd grade cards will be drawn first, followed by 1st grade and then Kindergarten. The Director of Operations will pull cards to fill all available spots. As each card is pulled, the Principal or other designated assistant will list the names of students into a spreadsheet that is then projected for display. After each grade level lottery is complete, families of students whose names are drawn will be given the enrollment paperwork to complete. (See below: Post-Lottery Registration).

Once school is in operation, each grade level will have a separate lottery for all available open spots. The Director of Operations will pull the number of cards corresponding to the number of available spots for all grades 1 and above. For kindergarten, all students applying for enrollment who are siblings of current Raices students will be placed at the top of the list of students accepted for the coming year. Their cards will not be included in the lottery drawing. Potential students who are not siblings will then be entered into the lottery to fill the remaining spaces in the kindergarten level.

Post-Lottery Registration: After the conclusion of each grade level lottery, students who have been admitted may pick up registration forms in person. If the family or a representative from the family is not in attendance, the family will be called and asked to pick up registration paperwork to complete and secure the student's spot for the upcoming school year.

Families have 2 weeks from the day of the lottery to turn in their paperwork to hold their child's spot. The last Friday in April is the due date for registration paperwork. Families will be invited to attend an orientation in which we will discuss the school academic program, instructional and social-emotional supports, and school culture. Families can ask questions and raise concerns. This is also a last opportunity for families to turn in their registration paperwork.

Registration paperwork packets must be fully complete for a student to enroll at Raices. Enrollment packets include a records release form, medical forms, a media waiver, general field trip permission slip, an emergency contact card, and free and reduced-price lunch form. Also included will be information packets with resources regarding summer reading, uniform order slips, orientation and home visit sign ups, and the school calendar.

Beginning in May, the Operations Department will begin notifying families on the waitlist of waitlist status for their child. When each waitlist family turns in their paperwork, they will participate in an orientation with the Director of Operations for which is separated from the one held 2 weeks after the lottery.

As enrollment documents are collected, Director of Operations, with support from the Principal, will oversee the development of student cumulative files. Follow up will be conducted within 10 days of

receipt of completed documents. Required follow up includes families' submission of additional paperwork, including the Home Language Survey. As described in Section 1, F.1, the home Language Use Survey (LUS) will be included in kindergarten registration packet. For students who are coming to Raices from another school in New Mexico, the Director of Operations or Office Manager will request the Language Use Survey (and student cumulative file) from the prior school. Should the prior school not respond within 10 working days, the Office Manager will reach out to the family to come to the school to complete the survey.

Waitlist Maintenance and Entry: At the time of the lottery, the names of all students who are not drawn to fill the available spots in a grade level will continue to be drawn and added to the waitlist in the order in which they are drawn. Students who submit an enrollment application after the enrollment period ends and/or after the lottery is held will be added to the end of the waitlist for that grade level in the order that the application is submitted. If, by the end of the registration period a student who was admitted via lottery has either declined their spot or not turned in their registration forms, students on the corresponding grade level waitlist will be admitted in order of their spot on the waitlist.

Once a family is notified that they have been granted a place at Raices for the upcoming year, they are able to pick up the registration paperwork. The family has one week to return the registration forms to secure their student's spot for the upcoming year. Students will continue to be admitted off the waitlist over the course of the spring and summer, depending on the decisions of families who have been admitted. If a student leaves the school mid-year, Raices will offer that seat to a student on the waitlist.

Equal Access: All students applying during the enrollment period for Raíces will be placed in the lottery. The only exceptions to the lottery process for new students are siblings of students who are already enrolled in the school. Each year, any student who has been admitted to the school for the prior year will be re-admitted without having to participate in the lottery process.

Raices outreach program and student recruitment plan, outlined in Section G.1 are wide-ranging and robust: Raices will dedicate four months to specific outreach and relationship-building activities between September of 2018 and December of 2018 during our outreach period. Raices will have hard copies of Enrollment forms at all events between September and December, and we will use these forms to support additional outreach to ensure wide and equal access to our enrollment process. Our proactive outreach and recruitment activities do not stop once we enter our enrollment period in January of 2019. We will reach out to families who show a desire to enroll and support them in filling out applications. We will continue to attend neighborhood events, conduct our community meetings, and otherwise follow our recruitment plan. Copies of our application forms in multiple languages will be available, and we will also direct families to our website or Facebook page where they can access the enrollment application form electronically. By having enrollment application forms in multiple languages and formats, we intend to provide a variety of ways for parents and families to apply to enroll at Raices del Saber Xinachtli Community School.

To support our construction of a viable lottery process, we consulted several resources, including parents, community stakeholders, other charter leaders, and the following website:
<http://sde.state.nm.us/charter/dl09/Frequently%20Asked%20Lottery%20Questions.pdf>

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 to include the following:<ul style="list-style-type: none">○ Pre-lottery entry○ Lottery○ Post-lottery registration○ Waitlist maintenance and entry; and• Describe how the lottery process supports equal access to the school.
<p>CSD EVALUATION: Meets the Criteria.</p> <p>The applicant's response provides a clear and concise plan for the lottery admission process that includes action steps, timelines, and identifies the responsible parties. This process also complies with state mandates. The applicant has described the steps implemented during the Pre-Lottery and Post-Lottery phases. After the seats are filled, the school will maintain a waitlist and provide entry to students as described in the narrative.</p>	

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:**Conflict of Interest Policy**

A conflict interest which is not properly addressed as specified by the Raíces bylaw (Article 2, Section 2.7) may be a cause for removal from the Raíces Governance Board.

The public has a right to expect that all public officials perform their duties in a fair and unbiased way, and that the decisions they make are not affected by self-interest, private affiliations, or the likelihood of personal gain or loss.

Public office is a trust created in the interest of the common good and for the benefit of the people. It is the intent of the Raíces Bylaws to maintain public confidence and prevent the use of public office for private gain. Board Members shall abide by the Conflict of Interest Policy adopted by the Board which shall comply with NMSA 22-8B-5.2. as follows:

1. A person shall not serve as a member of the Board of a charter school if the person or an immediate family member of the person is an owner, agent of, contractor with or otherwise has a financial interest in a for-profit or nonprofit entity with which the charter school contracts directly for professional services, goods, or facilities.
2. No member of the Board or employee or officer or agent of a charter school shall participate in selecting, awarding, or administering a contract with the charter school if a conflict of interest exists.
3. An employee, agent or Board member of the chartering authority who participates in the in the initial review, approval, ongoing oversight, evaluation or charter renewal process of a charter school is ineligible to serve on the Board of the charter school chartered by the chartering authority.
4. Immediate family member means spouse, father, father-in-law, mother, mother-in-law, son, daughter, brothers, sisters, brother-in-law, sister-in-law, daughter-in-law, son-in-law or any other relative who is financially supported.

All third party agreements must be negotiated “at arm’s length” with terms fair and reasonable to the school. No Board Member shall contract with the School or receive compensation from the School for services, other than reimbursement as set forth in Section 2.12 of these bylaws. Board members must be familiar with and observe all applicable law relating to Conflicts of Interest. A potential conflict of interest exists if a contract or transaction is proposed between the School and any of the following: a member of the board member’s immediate family (spouse, parents, children, brothers, sisters, brother-in-law, sister-in-law, daughter-in-law, son-in-law) or an entity in which a board member’s immediate family holds an ownership interest or governance position.

If a contract or transaction is posed in which a Board Member or family member or entity as described above has a personal or material interest, the Board Member shall promptly disclose the material facts of such a matter and potential conflict of interest in writing to the Secretary for

distribution to all Board Members. When any conflict of interest becomes relevant to any subject requiring board action or any of its duly constituted committees, the Board Member having the conflict shall not vote on the matter. A Board Member who is excluded from voting shall briefly state the nature of the conflict and answer any relevant questions of all other Board Members, but shall not otherwise attempt to influence the vote. The Board Member shall be required to leave the room during the vote as not to inadvertently influence the outcome of the vote. Minutes of the meeting shall reflect that the disclosure of the conflict of interest that has been made, the Board Member abstained from voting, and the Board Member left the room during the vote.

In compliance with section NMSA 1978 § 22-8B-5.2, the Governance Board of Raíces Del Saber Xinachtli Community School will require all members of its Board to disclose on a yearly basis all possible conflicts of interest on the attached form. [\(see Appendix S\)](#)

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); and • Include all forms the governing body will or may be required to submit pursuant to the policy.
<p>CSD EVALUATION: Meets the Criteria</p> <p>The conflict of interest policy provided by the applicant includes action steps, timelines, and identifies the responsible parties. This policy complies with the requirement of state statutes. A disclosure statement provided by the applicant requires the signer to acknowledge any conflict of interest.</p>	

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

I.(1) If there is /are third party relationship(s) (partner organization, a contractor, etc.) that are 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: **Not Applicable**

Total Points Available	Expectations
8	<p>A complete response must</p> <ul style="list-style-type: none"> • Identify any third party relationships with specific, identified organizations that control or influence essential elements—including the existence, operation, curriculum, or instruction of the proposed charter school—that are required by a partner organization or any part of the application; • Describe, in detail, the relationships; • Describe why the relationships are essential or required, or how they control essential elements of the proposed charter school; • If any such relationships exist identify the following: <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; and • Describe all legal implications of the essential/required relationships, including the legal benefits and responsibilities of each party.
CSD EVALUATION: Not Applicable	

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: **Not Applicable**

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">• Identify all MOUs or formal agreements that are attached in Appendix D;• Include proposed formal agreements or MOUs that are signed in Appendix D; and• Identify the responsibilities, activities, and costs of both sides.
CSD EVALUATION: Not Applicable	

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"/>	Click here to enter text.
Teaching load	<input type="checkbox"/>	Click here to enter text.
Length of school day	<input type="checkbox"/>	Click here to enter text.
Staffing pattern	<input type="checkbox"/>	Click here to enter text.
Subject areas	<input type="checkbox"/>	Click here to enter text.
Purchase of instructional materials	<input type="checkbox"/>	Click here to enter text.
Evaluation standards for school personnel	<input type="checkbox"/>	Click here to enter text.
School principal duties	<input type="checkbox"/>	Click here to enter text.
Drivers education	<input type="checkbox"/>	Click here to enter text.
Statute for which Waiver Requested under NMSA 1978 § 22-2-2.1	Description of how waiver will support school's plan.	
Click here to enter text.	Click here to enter text.	
Click here to enter text.	Click here to enter text.	

Raíces is not applying for any waivers.

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, including the following: <ul style="list-style-type: none"> a specific description of how the waiver will be used and how the school's practice will vary from the standard legal requirement 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; and Describe how the discretionary waivers will support the school's plan, including the following: <ul style="list-style-type: none"> a specific description of how the waiver will be used and how the school's practice will vary from the standard legal requirement a specific explanation of how the waiver aligns to the school's mission, educational program, and curriculum how the school will meet the requirements for being granted a discretionary waiver.
CSD EVALUATION: Not Applicable	

K. Transportation and Food.

K. (1) *If applicable*, state how the proposed school plans to offer transportation to its students. Provide a **clear description** of how student transportation needs will be met that are 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:**APPLICANT RESPONSE:**

Raíces will not provide transportation service during the first years, as funding will not initially be available. Raíces will explore ways and seek partners and grants to provide transportation as soon as it is possible. Since our cohort is anticipated to be low-income, transportation is critical. When we have secure funds or other means we will of course identify equipment, training and routes as required by New Mexico Public Education Department recommended processes. Raíces will meet all expectations as identified below in “EXPECTATIONS RUBRIC”

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 the following: <ul style="list-style-type: none"> ○ Identifying equipment purchase or contracting needs ○ Identifying hiring and or contracting needs ○ Hiring or contracting ○ Establishing training needs and inspection process needs ○ Establishing travel routes and pickup/drop off points ○ Establishing transportation policies and practices ○ Identifying student transportation needs; • Identify how the school will fund the transportation plan costs; and • Identify all, but at least one, specific entities or organizations that have been identified as potential partners or vendors for these services 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: Not Applicable	

K.(2) *If applicable*, provide a plan to offer food services to students (e.g., contracting with approved/appropriate food service vendors, providing free and reduced lunch). Provide a **clear description** of how food services will be provided that is supported by the proposed budget.

APPLICANT RESPONSE:

Raíces Plan for Establishing Food Services at the School

Raíces is committed to providing a school environment that ensures opportunities for all students to practice healthy eating and physical activity behaviors throughout the school day while minimizing commercial distractions. Raíces will teach students how to make informed choices about nutrition, health, and physical activity. It is the intent of Raíces to protect and promote student's health by permitting advertising and marketing for only those foods and beverages that are permitted to be sold on the school campus, consistent with the school's wellness policy. Raíces will not allow vending machines on campus (exception for reverse osmosis and or natural spring water). Food and or Beverage advertising will not be permitted on school grounds and the benefits of local, natural and processed fresh fruit, vegetables, whole grains and nuts will be encouraged.

Contracting Needs

Cravings Cafe of Las Cruces NM (575) 528-8755: The only agency approved by PED to provide this service locally) will deliver prepared breakfast, Lunch & Snacks Cravings Cafe will be contracted. Meals are delivered fully prepared thus avoiding the need for additional on-site preparation. Raíces will officially determine if each student is eligible for (NSLP) and apply for assistance accordingly. Raíces will contract with Craving Café to supply breakfast, lunch, and snacks at the appropriate time of the day, Monday through Friday as needed. Details and pricing will be detailed in contract and in compliance with all USDA requirements.

Cravings Cafe of Las Cruces NM (575)528-8755 will assist Raíces in planning as part of their services and as detailed below. Raíces will hire at minimum (1) One Vetted and Certified employee as a "Food Handler" to handle food distribution (Serving) as well as all matters pertaining to meals and cleanup. Raíces will serve meals in 1,000 Sq. ft. multi-use area (MUA) and/or individual classrooms. MUA will be designed to include a "Kitchen Area" equipped with:

1. Commercial Refrigerator
2. Warming Unit
3. Steam Table
4. Folding Tables and Chairs (optional)

Meals will be served and consumed in our 1000 sq. ft. multi-use area and/or each classroom as is required by New Mexico and Federal Guidelines (<https://www.fns.usda.gov/school-meals/school-meals-contacts>) appropriate scheduling will be coordinated as to not conflict with other events.

2019 Breakfast and Lunch Catered by USDA & State approved ((Cravings Cafe, Las Cruces) 575-528-8755). This company is currently the only approved facility in the area.

Raíces will submit applications to all available benefactors. City, state or federal as well as church and private foundations for additional funds to enhance Xinachtli Projects. Raíces will participate in USDA child nutrition programs, including the National School Lunch Program (NSLP), and the School Breakfast Program (SBP). Raíces is committed to offering school meals through the NSLP and SBP programs, and other applicable Federal child nutrition programs, that meet or exceed current nutrition requirements established by local, state, and federal , served in clean and pleasant settings; accessible to all students; reimbursable school meals that meet USDA qualifications. Families that wish to or can pay will find that pricing is reasonable.

Raíces will participate in free and reduced lunch programs using local New Mexico Public Education Department (NMPED) approved catering service. Raíces will complete the NMPED Food and Nutrition Bureau's application to become a school food authority who is able to contract with a food service management company that provides breakfast, lunch, and snacks. This company will provide rotating menus containing freshly prepared ingredients that comply to the latest US Department of Agriculture (USDA) guidelines for appropriate nutrition for K-5 children.

To qualify for reduced or free lunch, parents will fill out the appropriate free and reduced lunch application during the registration process. On this application it asks them to fill in how many members are in the household and monthly income. Based on that information, the official chart will determine if the student qualifies for free or reduced lunch. If they don't qualify, then they must pay full price. Raíces will create a special fund to augment food program so that no child in need goes without meals at our school.

Funds to augmentation for all children during operation will be solicited at organized fundraisers that are parent and local business recruitment events.

2019 Breakfast and Lunch catered as 2019 construction of Kitchen begins. (Optional /Preferred)

2020 (Spring) Raíces Del Saber Community School Kitchen fully staffed and serving meals. (Optional /Preferred)

Some procedures:

1. Staff members, especially those serving, have been trained to prompt students to select and consume the daily vegetable options with their meal.
2. Fruit options are displayed in a location in the line of sight and reach of students.
3. White milk is placed in front of other beverages.
4. Whole fruit and vegetables are attractively and prominently presented.
5. A reimbursable meal can be created in any service area available to students (e.g., salad bars, snack rooms, etc.).
6. Menus will be posted on Raíces website nutrient content and ingredients and will be posted

in a visible whiteboard news area.

7. Announcements are used to promote and market menu options to accommodate students with special dietary needs.
8. Lunch will follow the recess period to better support learning and healthy.
9. Minimum 10 minutes to eat breakfast and 20 minutes to eat lunch.
10. Families will be routinely informed of menu plans and importance of current value of USDA best choices and how best to enhance nutrition in meals prepared at home.
11. Federal child nutrition programs will be promoted among students and families to help ensure that families know what programs are available in their children's school.
12. Raíces will implement at the following nutrition activities:
 - a. School hosts a school garden Xinachtli concepts and cultural enrichment employed.
 - b. Local products are incorporated into the school meal program.
 - c. Raíces hosts field trips to local farms as well as reinforcing importance of choice in consuming healthy locally grown products.
 - d. Raíces utilizes promotions or special events, such as tastings, that highlight the local natural products.

Staff Qualifications and Professional Development

Cravings Cafe of Las Cruces NM (575)528-8755 will assist Raíces in planning as part of their services and as detailed below:

Assigned staff will meet or exceed hiring and annual continuing education/training requirements in the USDA professional standards for child nutrition professionals. School nutrition personnel will refer to USDA's Professional Standards for School Nutrition Standards website to search for training that meets their learning needs. All staff and procedures will be reviewed and documented annually.

Raíces is committed to ensuring that all foods and beverages available to students on the school campus during the school day support healthy eating. Raíces is committed to discouraging the practice of purchasing food/drink from vending machines and will not allow such vending devices on campus. Students and parents will be guided to smart alternative websites and instruction will be part of Raíces curriculums Smart Snacks in School nutrition standards website and Concilio de Padres will have significant input in this area.

<http://www.fns.usda.gov/healthierschoolday/tools-schools-smart-snacks>. The Alliance for a Healthier Generation provides a set of tools to assist with implementation of Smart Snacks available at www.healthiergeneration.org/smartsnacks. To support healthy food choices and improve student health and well-being, all foods and beverages outside the reimbursable school meal programs that are sold to students outside of Raíces campus before/after the school day will be encouraged to meet or exceed the USDA Smart Snacks nutrition standards, state nutrition standards. Raíces students and parents will be encouraged to create a lifestyle that promotes consumption of fresh, local products free of preservatives and exceeding USDA guidelines

Fundraising

Foods and beverages that meet or exceed the USDA Smart Snacks in Schools nutrition standards may be sold through fundraisers on the school campus during the school day. Raíces will make available to parents and teachers a list of healthy fundraising ideas based on enrichment culture basics.

Hydration

To promote hydration, free, safe, unflavored drinking water will be available to all students throughout the school day and throughout the school campus. Water will be available with all meals and students may be allowed to bring and carry (approved) water bottles filled with only water with them throughout the day. All water sources and containers will be maintained on a regular basis to ensure good hygiene standards.

Food, Health & Fun and Nutritional Awareness

Xinachtli practices instill nutritional awareness at the earliest age possible creates lifelong eating behaviors using evidence-based techniques and nutrition messages, and by creating food environments that encourage healthy nutrition choices. Mind and body memory coupled with consistent nutrition messages is most effective when implemented consistently through a comprehensive and multi-channel approach by school staff and teachers, parents, students, and the community. Raíces will promote healthy food and beverage choices for all students throughout the school campus, as well as encourage participation in school meal programs. This promotion will occur through at least:

1. Heritage storytelling
2. Community Garden
3. Implementing science based healthy food promotion techniques through the school meal programs using Smarter Lunchroom techniques
4. Promoting foods and beverages that meet the USDA Smart Snacks in School nutrition standards.
5. Additional possible promotion techniques that Raíces may use are available at www.healthiergeneration.org/smartsnacks.
6. Family heritage potluck dinner and reminiscence.

Nutrition Education

Raíces will instruct, model, encourage, and support healthy eating by students. Raíces Del Saber Xinachtli Community School will provide nutrition education and engage in nutrition promotion that:

1. Follows Xinachtli culture to provide students with the knowledge and skills necessary to promote and protect their health.

2. Creates clear inter-connection between health education classes as well as other classroom instruction through subjects such as math, science, language arts, social sciences, and electives.
3. Culturally-relevant and participatory activities such as, school gardens, farm visits, cooking demonstrations or lessons, promotions, taste-testing which, make the idea of food enjoyable, developmentally-appropriate, and fun.
4. Promote fruits, vegetables, whole-grain products, low-fat and fat-free dairy products, and healthy food preparation methods.
5. Emphasize caloric balance between food intake and energy expenditure (promotes physical activity/exercise).
6. Link with school meal programs, cafeteria nutrition promotion activities, school gardens, local small farmers, Farm to School programs, other school foods, and nutrition-related community services.
7. Teach media literacy with an emphasis on food and beverage marketing.
8. Include nutrition education training for teachers and other staff.
9. In Raíces school, nutrition education will be offered at each grade level as part of a sequential, comprehensive, standards-based health education curriculum that meets state and national standards.
10. All health education teachers will provide opportunities for students to practice or rehearse the skills taught through the health education curricula (meets HSP Silver/Gold level).]

Essential Healthy Eating Topics in Health Education

Raíces will include the following essential topics on healthy eating:

1. The relationship between healthy eating and personal health and disease prevention.
2. Eating more fruits, vegetables, and whole grain products.
3. Balancing food intake and physical activity.
4. Choosing foods and beverages with little added sugars.
5. Risks of unhealthy weight control practices.
6. Eating a variety of foods every day.
7. Importance of water consumption.
8. Resisting peer pressure related to unhealthy dietary behavior.
9. Choosing foods that are low in fat, saturated fat, and cholesterol and do not contain trans fat.
10. Eating more calcium-rich foods.
11. Preparing healthy meals and snacks.
12. Reducing sodium and sugar intake.

USDA's Team Nutrition provides free nutrition education and promotion materials, including standards-based nutrition education curricula and lesson plans, posters, interactive games, menu graphics, and more.

Food and Beverage Marketing in Schools

Raíces is committed to providing a school environment that ensures opportunities for all students to practice healthy eating and physical activity behaviors throughout the school day while minimizing commercial distractions. Raíces strives to teach students how to make informed choices about nutrition, health, and physical activity. It is the intent of Raíces to protect and promote student's health by permitting advertising and marketing for only those foods and beverages that are permitted to be sold on the school campus, consistent with the school's wellness policy. Raíces will not allow vending machines on campus (exception reverse osmosis and or natural spring water). Food and or Beverage advertising is will not be permit on school grounds and the benefits of local, natural and processed fresh fruit, vegetables, whole grains and nuts will be encouraged.

Funding Plan for Food Service and Costs prior to Receiving Applicable Reimbursements

The USDA has training grants to support schools in food safety, trainings, technical assistance, culinary education, and integration of agriculture-based curriculums, with rewards ranging from \$15,000-\$50,000. These grants will be released in October 2017 and The Director of Compliance, Operations and Culture will submit the and application required paperwork when it is due in December 2018.

NSLBP Relevant Program Application and Reporting Requirements

Upon charter approval, Raíces del Saber will begin the application process for new USDA National School Lunch and Breakfast Program (NSLBP) and National School Lunch Program (NSLP) After School Lunch Program applicants. Raíces will be responsible for all reporting requirements and anticipate that we will have to cover costs for meal payments until reimbursements for programming from the government are received. Raíces del Saber school Director of Operations, and Compliance will be an applying for one of the many federal implementation grants through the (USDA) that are available to help schools develop farm to school initiatives, which range from \$50,000-\$100,000, in the fall of 2018 (see below).

1. The purpose of the USDA Farm to School Grant Program is to assist eligible entities in implementing farm to school programs that improve access to local foods in eligible schools. On an annual basis, USDA awards up to \$5 million in competitive grants for training, supporting operations, planning, purchasing equipment, developing school gardens, developing partnerships, and implementing farm to school programs. The Healthy Hunger-Free Kids Act of 2010 tasked USDA with supporting farm to school efforts through grants, training, technical assistance, and research. For FY 2018, we offer the following grants:
 - a. Implementation grants - are intended to help schools, school districts, state and local agencies, Indian tribal organizations, small- and medium-sized agricultural producers or groups of small- and medium-sized agricultural producers, and nonprofit entities working with schools or school districts to scale or further develop existing farm to school initiatives. Implementation awards range from \$50,000 - \$100,000.
 - b. Planning grants - are for schools or school districts, state and local agencies, Indian tribal organizations, small- and medium-sized agricultural producers or groups of small- and medium-sized agricultural producers, and nonprofit entities working with schools or school

districts that are just getting started on farm to school activities. These funds are intended to help these entities organize and structure their efforts for maximum impact by embedding known best practices into early design considerations. Planning awards range from \$20,000 - \$50,000.

- c. Training grants - are intended for state and local agencies, Indian tribal organizations, small- and medium-sized agricultural producers or groups of small- and medium-sized agricultural producers, and nonprofit entities to support trainings that strengthen farm to school supply chains, or trainings that provide technical assistance around local procurement, food safety, culinary education, and/or integration of agriculture-based curriculum. Training awards range from \$20,000 - \$50,000.

We project that based on our demographic of students, we t we will have 80% +percent of students who will qualify for Free and Reduced Lunch and will be applying for federal reimbursement for breakfast and lunch program, including after-school snacks for students in our enrichment programs.

Training and Inspection Processes

Schools participating in the National School Lunch Program (NSLP) must obtain a minimum of two food safety inspections per school year, as required by the 2004 Child Nutrition and WIC Reauthorization Act. The New Mexico Environmental Department will oversee one inspection, while local credentialed inspectors can conduct the other inspections. In the case that Raíces is unable to find someone to do a second inspection, Raíces will maintain documentation demonstrating that there was an attempt to find someone to do a second inspection and that the local government agency was unable to comply during that school year.

It will be the responsibility of Raíces to inform the New Mexico Public Education Department about the two food safety inspections each year by June 30th.

In our plan to work with Cravings Café, Raíces del Saber Xinachtli Community School understands that a Food Safety Inspection must be held every school year in area in Cravings Café where the food that will be served to students is prepared. Our first Food Safety Inspections will be planned for July 2019, prior to the start of the school year.

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 the following: <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 process needs
 - Identifying and completing relevant program application and reporting requirements;
- Identify all federal and state food service programs the school plans to participate in;
- Identify how the school will fund the food service plan costs prior to receiving any applicable reimbursements; and
- Identify all, but at least one, specific entities or organizations that have been identified as potential partners or vendors for these services and describe all steps that have been taken to create a relationship, establish a relationship, or develop a partnership to provide these services.

CSD EVALUATION: Approaches the Criteria

The applicant's food service plan provides a clear and concise plan for providing food services that comply with federal and state requirements. Specifically, the plan identifies the equipment needed for a multi-use area and has identified Cravings Café as the the potential vendor.

However, the response does not adequately identify how the school will fund the food service plan costs prior to receiving any applicable reimbursements as evident from the following statement, "Raíces will be responsible for all reporting requirements and anticipate that we will have to cover costs for meal payments until reimbursements for programming from the government are received." No additional information was provided to describe how the school plans to cover those costs.

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 20, 2018**.

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:

Raíces Facilities Committee submitted on April 4, 2018, the Facilities Master Plan (MP) Checklist to PSFA. On April 13, 2018, Raíces received the approval letter to the MP from PSFA.

See approval letter to the Master Plan Ed / Spec Checklist. See Appendix E and the complete Checklist Plan on Appendix L

Total Points Available	Expectations
4	A complete response must <ul style="list-style-type: none"> • Demonstrate the applicant submitted a Facilities Master Plan to PSFA no later than April 20, 2018; and • Demonstrate the PSFA has approved the applicant's Facilities Master Plan.
CSD EVALUATION: Meets the Criteria The applicant has provided the Facilities Master Plan and the approval letter sent by the PSFA.	

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:

Facility Plan and Timeline Once Raices Receives Charter Approval (August 23, 2018)

Raíces will be ready to open school doors on August 8, 2019.

The Raíces Facilities Committee will dedicate efforts to secure the appropriate space over the following 6 months after approval notice (August 23, 2018). As part of our preparation process, Raices Facilities Committee understands the steps that must take according to the **NMSA 22-8B-4.2. Charter school facilities; standards** to comply with the wellbeing of our students.

In order to identify options for facilities for the school, Raices Community Outreach team have met with

- Superintendent of Las Cruces Public School District, Dr. Greg Ewing;
- Dean of the College of Education at NMSU, Dr. Donald B. Pope-Davis;
- The Director of Parks and Facilities of Doña Ana County Mr. Armando Cordero;
- Gabe Jaquez, Associate Superintendent for Operations of Las Cruces Public Schools District;
- Parks and Facilities of the City of Las Cruces.

Neither the city of Las Cruces, the Doña Ana County government nor the Las Cruces Public Schools declared that there were existing empty public facilities available. However, through a collaborative relationship that the Raíces' team developed with the College of Education at NMSU, there are interested in exploring the possibility of having a space on campus adjacent to The Myrna's Children's Village (MCV). The MCV serve as a laboratory school that offers early childcare and hands-on education programs for NMSU college of education students, NMSU faculty and staff, working close with families and community at large. The MCV serves children starting six weeks to five years of age. Besides serving as field experience site for NMSU college students, the MCV Programs functions as a site for faculty research. The interest to become partners creates a positive environment for collaboration.

1. Based on the options that we were able to explore over the process to prepare our Masters Plan Facilities, we identified a couple of options to house our school.
 - a) The first viable option for now is the facility located at 201 E. Lohman (see [Appendix E](#) PSFA Approved Projected Facilities Plan) which is already complied with E-occupancy requirements. A privately-owned facility that formerly hosted a public charter high school (Las Montañas). This facility complies with all requirements including E-Occupancy for an appropriate space to establish our future school.
 - b) Our second option is The Myrna's Children's Village at NMSU, 4101 Sam Steel Way, 88003. This would be a shared/joint space with NMSU. Because this facility, needs time to go through the whole process to adapt housing units into classrooms, we are

interested in pursue this option at mid-term to become our permanent site. The idea is to use the empty units across, which is a space dedicated for Child Development that includes a Lab School Pre-K. Next, to this facility, there are six (6) similar units available that still need E-Occupancy adaptation. Raíces team understands the steps that will need to meet code requirements for E-Occupancy. **

- c) Because this process will take time, our Facilities team is identifying alternative sites to start the school. For this reason, we listed other possible sites to be inspected by a PSFA specialist once we receive a charter approval.

List of potential facilities in Las Cruces area.

Location	Available Space	Description/Characteristics
201 E. Lohman 88001	10,500 SF	A privately-owned facility that formerly hosted a public charter high school (Las Montañas). complies with all requirements including E-Occupancy for an appropriate space to establish our future school.
4101 Sam Steel Way, 88003.	10,000 SF	This space is in campus at NMSU. The idea is to use the empty units across The Children's Village described above.
211 N. Water Street 88001	6,441 SF	This location is in the heart of the City of Las Cruces. Represents a good opportunity for partnering with local cultural institutions and educational nonprofit organizations on the area. Will require mild adaptations to obtain E-Occupancy certification.
4605 Research Park Cir. 88001	7,345 SF	This place is located at NMSU campus circuit. Is a new construction. It will need minor adaptations for E-Occupancy category.
532 N. Telshor Blvd. 88011	13,461 SF	This building use to serve for a Childcare Provider organization. Will need mild adaptations for E-Occupancy.
2215 S. Main Street 88005	8,025 SF	This facility has a lot of potential. It use to be a Community Center for Mix-use, Retail Type, is located in a well communicated area.
4500 Bataan Memorial 88011	6,000 SF	This facility is being utilized as a Child Care and Pre-k space. It needs minor adaptations to required E-Occupancy standards.

** "When a charter school is located in a facility that is not classified as an E Occupancy, it must obtain an E Occupancy Certification prior to moving into the space. The school must hire a New Mexico licensed architect to draw plans of the school indicating that the school meets code requirements for E Occupancy. These plans are then submitted to PSFA for adequacy/code review. Once PSFA has completed their review the plans are then sent to the Construction Industries Division to obtain an E Occupancy Certificate."

Based on our projected enrollment plan our school will request for lease reimbursement to the Public School Capital Outlay Council (PSCOC) in advance prior to starting our school year 2019-2020.

School Year	# of Students (Projected enrollment)	Lease Assistance FY18 \$736 per student	Total funding per year for lease
2019-2020	60	x 736,	\$ 45,632
2020-2021	100	x 736	\$ 73,600
2021-2022	140	x 736	\$ 103,040
2022-2023	180	x 736	\$ 132,480
2023-2024	220	x736	\$ 161,920

Over the year, Raices team is building relationship with private donors and foundations as well. Raices founders anticipate financial support in different modalities to start up and sustain costs including facilities and other operational needs to be covered during the planning year.

Total Points Available	Expectations
4	<p>A complete response must</p> <ul style="list-style-type: none"> • Demonstrate the applicant has done the following: <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; and • Identify how the project to prepare the facility will be funded.
CSD EVALUATION: Approaches the Criteria <p>The applicant's response identifies several facilities that have been researched within the school's targeted location. Although, several facilities have been identified, not all of them include information on whether a building meets state requirements, occupancy, adequacy and/or ownership. However, the applicant has identified a viable option located at 201 E. Loham. This facility had been a charter school</p>	

and currently has E-occupancy and meets the requirements.

The applicant's response mainly focuses on providing minimal details on the facilities researched but does not include specific action steps and responsible parties for ensuring the school is ready for the opening date. Additionally, the narrative lacks clarity on the the preparation for facilities without E-occupancy will be funded.

III. Financial 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	60	K-1	20:1 for K +1 EA 20:1 for 1 total 3 teachers
Year 2	100	K-2	20:1 for K +1 EA 20:1 for 1 total 5 teachers
Year 3	140	K-3	20:1 for K +1 EA 20:1 for 1 total 7 teachers
Year 4	180	K-4	20:1 for K +1 EA 20:1 for 1 total 9 teachers
Year 5	220	K-5	20:1 for K +1 EA 20:1 for 1 total 11 teachers
At Capacity (Enrollment Cap)	220	K-5	20:1 for K +1 EA 20:1 for 1 total 11 teachers

- Raíces will serve 220 students from Kindergarten through fifth grade by year 5.
- The school will open with 60 students in grades K-1 in 2019. Each year, the subsequent grade level will be added and enrollment capacity will increase by 40 students each year. The school will reach full capacity of 220 students in grades K-5 by the fall of 2023.
- The school will maintain a 20:1 student/teacher ratio in Kindergarten classes + 1 EA and 20:1 student/teacher ratio in grades 1 to 5 on average.
- The table above outlines the number of students, grade level and student/teacher ratio for the first five years of the school's opening.

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; and • Identify the student/teacher ratio (not student/staff ratio) that aligns with the number of students served, grade levels, and staffing plan for each of the first five years and “at capacity”, based on the long term strategic plan.
CSD EVALUATION: Meets the Criteria <p>The table clearly defines the enrollment from years 1-5 and at capacity. It includes the number of students, grade levels served, and the student to teacher ratio. These numbers align with the applicant's</p>	

educational model and provide a progression of grade levels to grow its students in the next five years of operation.

B. Budgets.

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

B.(1) Provide, and attach as **Appendix F**, a completed 910B5 State Equalization Guarantee (SEG) Computation Revenue Estimate Worksheet, using appropriate values and computations for each year of the five-year budget plan (use current unit value and for special education, please budget the state local district's percentage of special education unless the school has a sufficient justification for why it will have a larger population). Ensure that your worksheet **clearly demonstrates your understanding of, and your capacity to implement**, New Mexico public school funding.

APPLICANT RESPONSE:

Raíces School's 910B5 (SEG) 5 Years Computation Revenue Estimate Worksheet is part of the Appendices section. [\(See Appendix F\)](#)

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; and • Budget the correct special education percentage based on the local special education population, unless the school has a sufficient justification for why it will have a larger population (provide justification, if applicable).
<p>CSD EVALUATION: Meets the Criteria</p> <p>The applicant has provided a complete 910B5 SEG worksheets for the operations of year 1 through year 5 of the school. The worksheet uses appropriate values and computations based on the application, the current unit value, and the local special education population.</p>	

B.(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:

Raíces 5 Year Budget

Raíces proposed five-year budget plan (Appendix G) based on the 910B5 (SEG) Computation Revenue Estimate Worksheet (Appendix F) can be found in the Appendices section of this application.”
(See Appendix G)

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 and all elements of the proposed program laid out in the application; and • Align with the proposed school's five-year growth plan.
CSD EVALUATION: Meet the Criteria <p>The five-year budget plan provided by the applicant is based on the 910B SEG worksheets and supports the mission and the elements of the educational model. A review of the 5-year budget plan demonstrates alignment with staffing level FTEs as proposed. The plan also accounts for contract services such as diagnosticians, special ed contractors, food services and business management services.</p>	

B.(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:

Budget Narrative

Raíces Del Saber has developed a five-year budget, built around the proposed educational program in this charter application. The multi-year budget has been prepared using conservative revenue and expense assumptions. The Raíces team has utilized feedback from charter school experts in the budgeting and finance field.

The chart below provides a financial summary of each fiscal year for the operating budget. The budget reflects a positive operating income and an increasing fund balance to meet any unforeseen financial developments. The operating income is projected to be positive in every year, with the schools' fund balance anticipated to reach 43% by year five of operations.

Five-Year Budget Overview – Fund 11000

5 Year Budget	FY 2020	FY 2021	FY 2022	FY 2023	FY 2024
Total State Equalization	671,300.00	1,316,859.00	1,586,328.00	1,774,846.00	1,980,882.00
Total Expenditures	667,223.00	1,156,944.00	1,366,747.00	1,549,074.00	1,739,256.00
Operating Income	4,077.00	159,915.00	219,581.00	225,772.00	241,626.00
Beginning Fund Balance	-	4,077.00	163,992.00	383,573.00	609,345.00
Ending Fund Balance	4,077.00	163,992.00	383,573.00	609,345.00	850,971.00
Operating Income as % of Revenue	0.61%	12.14%	13.84%	12.72%	12.20%
Fund Balance as % of Total Revenue	0.61%	12.45%	24.18%	34.33%	42.96%
Total Revenue per student	11,188	13,169	11,331	9,860	9,004

Total Expenditures per student	11,120	11,569	9,762	8,606	7,906
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Revenues

Fund 11000- Operating

The Raíces team has estimated revenue based on a starting enrollment of 40 kindergarten and 20 1st grade students, with the goal of adding 40 students per year and phasing in one new grade level per year through 5th grade, reaching a final enrollment of 220 students by year five.

The revenue projections are based on the completion of the 910B5 SEG Revenue Worksheet. Key assumptions are that the special education population will be based on the Las Cruces Public Schools percentage of 14% and ancillary service FTE of .025. Based on our program we do anticipate having a large English Learner population and we will have a program that will qualify us for the bilingual units funding. Raíces will also be integrating the arts into the curriculum and will apply for the elementary arts program. The T&E Index is the same as the Las Cruces Public School District of 1.083, as well as the at risk index of .080.

Personnel & Benefits

Function	Object	Class	Role	YR 1	FTE	YR 2	FTE	YR 3	FTE	YR 4	FTE	YR 5	FTE
1000	51100	1411	Teachers Grades 1-12	132,000	3	221,320	5	311,535	7	402,652	9	494,679	11
1000	51100	1412	Special Education	22,000	0.5	50,000	1	55,500	1	51,005	1	51,515	1
1000	51100	1611	Substitutes	1,200	N / A	4,000	N / A	5,600	N / A	7,200	N / A	8,800	N / A
1000	51100	1711	Educational Assistants	36,000	3	36,360	3	36,724	3	37,091	3	37,462	3
2200	51100	1211	Culture and Curriculum Coach	0	0	60,000	1	60,600	1	61,206	1	61,818	1
2300	51100	1111	Principal	70,000	1	75,000	1	75,000	1	80,000	1	80,000	1
2400	51100	1211	Director of Operations & Community Engagement	55,000	1	60,000	1	60,600	1	61,206	1	61,818	1
2400	51100	1211	Assessment Coordinator	22,000	0.5	22,220	0.5	44,000	1	44,440	1	44,844	1

			/Reading Intervention ist										
2400	51100	1217	Office Manager	25,000	1	25,250	1	25,503	1	25,755	1	26,010	1

Account Code: 11000.1000.51100.000000.1411 – Teacher Salaries. For the first year Raíces budgeted for 3 full time, highly qualified teachers (3.0 FTE), using an average salary of \$44,000. As the other grades are phased in, more teachers will be added in subsequent years. Raíces will follow the School Personnel Act to ensure that each teacher is paid based on their level, years of experience, and education.

Account Code: 11000.1000.51100.000000.1412 – Special Education Teacher. For the first year Raíces will hire a part-time Special Education Teacher (.50 FTE) at \$22,000. For years 2-5, the Special Education Teacher will be hired at a 1.0 FTE at a salary of \$50,000.

Account Code: 11000.1000.51100.000000.1711 – Instructional Assistants. The full-time assistants (3.0 FTE) will be hired to assist teachers in the classroom at \$12,000 each.

Account Codes: 11000.1000.52XXX- Employee Benefits. Retirement is based on the current rate of 13.90%, retiree health care is 2%, FICA 6.2%, and Medicare 1.45%. For year 1, we have budgeted the assumption of Raíces contributing \$5,000 per full time employee towards medical. For years 2-5 Raíces budgeted the family plan for all full-time employees towards medical at \$12,480. Life insurance is budgeted at \$57 per year per employee, Dental is \$586 per year per employee, Vision is \$102 per year per employee, Disability set at .0028% of salary, Unemployment set at 1% of salary, Worker's Compensation is 2% of salary and Worker's Compensation fee is \$17 per employee.

Function 2200 – Support Services Students

Account Code: 11000-2200-51100.0000.1211 – Cultural and Curriculum Coach, 1.0 FTE beginning in year 2, with a 1% increase per year.

Account Codes 11000.2200.52XXX- Employee Benefits. The benefits are calculated using the same percentages as teachers.

Function 2300 – General Administration

Account Code: 11000-2300-51100.0000.1111 –Principal Salary, 1.0 FTE. Although this salary is negotiated with the Governance Board, a state average was used for budgeting purposes for year 1 of \$70,000, with increases in years 2-5. For the planning year, the Principal will be paid out of the Charter School Program Planning Grant, which is not reflected in the budget since the funds will be used prior to July 1 of the school's first year of operation.

Account Codes 11000.2300.52XXX- Employee Benefits. The benefits are calculated using the same percentages as teachers.

Function 2400 – School Administration

Account Code: 11000.2400.51100.0000.1211 – Director of Operations, 1.0 FTE at \$55,000 for year 1, and

\$60,000 for years 2-5, with a 1% increase per year.

Account Code: 11000.2400.51100.0000.1211- Assessment Coordinator/Reading Interventionist, .50 FTE for year 1 and 2, at salary set at \$22,000, for years 3-5 will be hired as a 1.0 FTE with a salary set at \$44,000, with a 1% increase per year.

Account Code: 11000-2400-51100.0000.1217 –Officer Manager, 1.0 FTE at \$25,000 with a 1% increase per year.

Account Codes: 11000-2400.52XXX - Employee Benefits. The benefits were calculated using the same percentages as teachers.

Other Expenses

Fund	Function	Object	Year 1	Year 2	Year 3	Year 4	Year 5	Assumptions
11000	1000	53330	3,500	4,500	5,500	6,500	7,500	Professional Development for teachers @\$500 Each
11000	1000	56112	7,500	12,500	17,500	22,500	27,500	\$125/Student for Other Instructional Materials
11000	1000	56118	9,127	12,328	16,831	18,334	25,838	Curriculum @ \$3127 and general classroom supplies at \$100 per student
11000	1000	57332	7,000	2,000	2,000	2,000	2,000	\$1000 per teacher for classroom desk/chair/computer
11000	2100	53211	4,500	7,000	10,000	12,500	15,000	Assuming all students need evaluations @ \$500 each - Diagnostician
11000	2100	53711	4,500	7,000	10,000	12,500	15,000	\$500 per student for ancillary services
11000	2100	56113	1,200	1,200	1,200	1,200	1,200	Software for student assessments
11000	2100	56118	900	1,400	2,000	2,500	3,100	\$100 for general supplies, per student, on an IEP
11000	2100	57332	4,500	3,000	3,000	3,000	3,000	\$75/Students for desk/chair combo
11000	2200	55915	10,500	17,500	24,500	31,500	38,500	Assume IT services @ \$175/student (also comparable to local charters)
11000	2200	56113	3,420	3,200	4,480	5,760	7,040	\$32 per student for student data software, first year includes \$1500 for training
11000	2300	53411	0	14,000	14,000	14,000	14,000	Audit fees \$14,000 per year based on fees for local charters,

								first audit won't be performed until after year 1
11000	2300	53413	5,000	5,000	5,000	5,000	5,000	Legal fees based at \$200/hour for 25 hours
11000	2300	55811	2,135	2,135	2,135	2,135	2,135	Board travel @ \$307 per member
11000	2300	55812	1,750	1,750	1,750	1,750	1,750	Board training @ \$250/member
11000	2400	54630	3,000	3,000	3,000	3,000	3,000	\$250/month Copier Maintenance Agreement
11000	2400	56118	2,400	2,400	2,400	2,400	2,400	\$200/month for supplies for office staff
11000	2500	55915	25,000	35,000	45,000	55,000	60,000	Business Manager Services
11000	2500	56113	11,000	11,000	11,000	11,000	11,000	Financial Software
11000	2600	53711	600	612	624	636	648	\$50/month security system monitoring
11000	2600	54411	18,000	18,360	18,727	19,101	19,483	Electricity @\$1500/month based on a 8,800 sq. ft. facility (includes a 2% increase per year)
11000	2600	54412	4,632	4,724	4,818	4,914	5,012	Natural Gas @\$386/month which includes a 2% increase per year
11000	2600	54416	3,240	3,305	3,370	3,437	3,505	Communications @\$270/month with a 2% increase per year
11000	2600	54610		29,000	5,400	0	0	Please see section on facility rent / \$590 per student
11000	2600	55200	6,350	8,500	11,900	15,300	18,700	For yr. 1, standard minimum will be used \$2800 for liab, \$2800 for property and \$750 for auto, \$85/student for years 2-5
11000	2600	55915	14,640	14,640	14,640	14,640	14,640	Custodial Labor 182 days x \$10/hr. x 8 hrs. per day
11000	2600	56118	4,500	7,500	10,500	13,500	16,500	Custodial supplies based on \$75/student
11000	3100	55915		14,640	14,640	14,640	14,640	Food Service Labor for years 2-5, \$10/hr. x 182 days x 8 hours
11000	3100	56118	1,800	3,000	4,200	5,400	6,600	Food Service Paper Products (Trays, napkins, forks, spoon, knives), \$30/student

14000	1000	56111	1,899	3,165	4,431	5,697	6,963	Instructional Materials based on \$31.65/student
21000	3100	56116	1,800	3,000	4,200	5,400	6,600	Food cost \$4 per student per day based on 95% attendance rate
24106	2100	53414	8,100	12,600	18,000	22,500	27,900	Ancillary Services for Special Education Services @ \$900/student
31200	4000	54610	35,340	58,900	82,460	106,020	129,580	Lease based on \$589/student

FUND 14000- Instructional Materials – Raíces anticipates receiving an allocation based on student enrollment at the current rate of \$31.65 per student. These funds will be used for supplemental instructional materials.

FUND 21000- Food Service Raíces will receive monies for student paid lunches and USDA reimbursements through NSLP. Raíces will contract with a local vendor to prepare the lunches, which will be paid from the USDA reimbursements. Reimbursements will be at \$5.40 per student and cost per meal it being budgeted at \$4.00 per student.

FUND 24101- Title I - We understand that we will likely receive Title I funding. We spoke with Kim Coreena from the Title I bureau and asked for guidance on budgeting these funds. She recommended not budgeting them in case enrollment is not met. After the forty-day count the Title I Bureau will determine if we qualify for these funds and at that point the application will be submitted.

FUND 24106- IDEA B – Raíces will submit the IDEA B application to receive these funds, which will be used to provide services to students who have an IEP. For budgeting purposes, we projected receiving \$900 per student, which will be used to pay for ancillary services.

FUND 31200 – Public School Capital Outlay - Raíces is in the process of identifying a facility. For the purposes of the budget, we are assuming an average 8,800 square foot facility and used a local average of \$11.00 a square foot. The current rate of \$736 per student may be reduced up to 20% in July of 2018. To be conservative, we used \$589 per student for the lease allocation.

All expenses outlined in the 5-year budget plan are a direct reflection of the mission, vision, and education program of Raíces Del Saber. The vast majority of the expenses are going toward personnel costs, the Raíces team plans on recruiting excellent teachers, which will be the greatest factor in providing scholars with the academic growth necessary to excel in elementary school, and into middle school, high school, and postsecondary school.

Total Points	Expectations
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Available	
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; and• Include priorities consistent with the proposed school's facility.
<p>CSD EVALUATION: Meets the Criteria</p> <p>The applicant's budget narrative completely describes each budget item in its 5-year budget plan. Additionally, the priorities in the budget are consistent with the school's mission, as evidenced by the proposed expenditures related to the educational program and staffing levels to accommodate the program.</p>	

B. (4) Provide a **clear and meaningful** description of what budget adjustments will be made to meet financial budget and cash-flow challenges, or to address the failure to receive any anticipated funding sources. 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:

Raíces Del Saber will have a plan in process in the event there are unforeseen financial challenges, which may affect the budget and cash flow. Raíces will implement strategies that consist of the Finance Committee analyzing the budget, predicting forecasts, and implementing corrective actions when necessary. The Finance Committee will be made up of the Principal, Business Manager, two Governance Board Members, an outside financial expert and a parent. Raíces will follow the guidelines under NMAC 6.2.2.10 Budget Maintenance Standards.

The Budget Process

Raíces Del Saber budget process will start in early spring with a draft budget developed by the finance committee. The draft will be based on projected enrollment and will be aligned with the school's mission and intended outcomes. The proposed budget with recommendations will be presented to the Governance Board. The approval of the proposed budget by the Governance Board shall be in a public meeting held prior to June 20th.

Meeting Unforeseen Budget and Cash Flow Challenges

Part of ensuring that Raíces can meet unforeseen budget challenges is also dependent on having access to timely information. Dashboards that communicate student enrollment leading up to the 40-Day Count, as well as throughout the year, will be especially critical for ensuring spending is in line with the likely revenue for the year. Financial statements will be generated in a timely manner, which will allow the school to take corrective action should it encounter financial difficulties. In order to plan for a gap between the budgeted enrollment and actual enrollment, the following actions will be set in place to avoid budget shortfalls:

- Revising staffing plans to adjust to the actual student enrollment,
 - Removing office support positions and assigning the responsibilities to other staff,
 - Decreasing the FTE for certain teaching staff and support staff
 - Exploring opportunities to share responsibilities amongst staff for those positions that are cut or adjusted to part-time status
 - Cutting non-essential items

A budget shortfall would most likely occur from a lower enrollment than projected. If this occurs, the

Finance Committee will review the budget to try and realize some savings on expenses that tie to the number of students, such as teaching staff, instructional support, instructional materials and textbooks. Specifically, the number of teachers, as the largest area of staff spending, would have to be re-evaluated and adjusted as necessary, keeping in mind the teacher/student ratio as projected. As the time for hiring staff approaches, the finance committee will count the actual student registration packets and hire staff accordingly.

For the first year, Raíces will hire a .50 FTE Special Education Teacher and funds have also been set aside for ancillary services in order to serve the special education population. Although Raíces is starting out in the first year with grades K-1, most of the special education population will have to be evaluated and ancillary expenses will start later on in the year, the team wants to ensure the students are receiving their services before the IDEA B funding is provided. We will plan for these expenses through other sources of funding which we have been actively pursuing already and have already received confirmation from several Foundations that they will be supporting Raíces if the charter is approved.

Raíces understands the importance of timely reporting to the School Budget and Finance Analysis Bureau to avoid delays in funding. Requests for reimbursement through the operating budget management system (OBMS) for the federal funds such as IDEA B and Title I will be done on a monthly basis in order to keep the loans down to a minimum.

If necessary, Raíces will work with vendors and take advantage of deferred payment options anywhere from 30 to 120 days.

Raíces has secured a commitment from NACA for \$50,000 to assist with some of the start-up costs. This funding is not reflected in the budget since it will be used prior July 1st.

The Raíces team believes it is critical that the student and financial data drive their decisions related to the budget and necessary adjustments. Thus, when making decisions about adjustments to staff or programs, the finance committee along with the Governance Board will review the programs, enrollment, and actual budget constraints in order to make the best decisions with the well being of the students in mind. As needed, budget adjustments requests will be submitted to the Governance Board for approval for budget increases, decreases, or transfers between functional categories.

In the event Raíces has over estimated enrollment numbers for the first year, there are a few positions that may not be filled to make up the difference. Teaching staff will be filled according to actual student numbers. In order for Raíces to avoid cash flow problems, the budget will be adjusted, if necessary, based on the 40-day enrollment count.

As budgeted funds are expended, periodic monitoring of the budget will be conducted in accordance with regulatory guidelines and administrative procedures. The accounting system generates an expenditure and encumbrance report, which can be used to compare budgeted amounts to actual expenditures. This report acts as an early warning device by controlling expenditures. Budget monitoring will be done on a monthly basis by the Principal, Business Manager, and Finance Committee.

The budget will cover costs for all projected Special Education services, which will be supplemented by IDEA B funds.

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; • Describe budget control strategies as well as budget adjustments that will be made to address the failure to receive any anticipated funding sources; • Include explanations that are viable and realistic, based on the professional judgment of experienced, licensed, school business officials; • Address how special education students will receive services before special education funding is provided, based on accurate 40-day counts; and • Address how gaps between budgeted students and actual enrollment will be addressed.
<p>CSD EVALUATION: Approaches the Criteria</p> <p>The applicant's response describes strategies that may be used to adjust the budget appropriately. For example, if the school does not reach its funding levels it plans to alter the staffing to the actual student enrollment by:</p> <ul style="list-style-type: none"> - "Removing office support positions and assigning the responsibilities to other staff, - Decreasing the FTE for certain teaching staff and support staff - Exploring opportunities to share responsibilities amongst staff for those positions that are cut or adjusted to part-time status - Cutting non-essential items" <p>Additionally, the applicant notes, "the Finance Committee will review the budget to try and realize some savings on expenses that tie to the number of students, such as teaching staff, instructional support, instructional materials and textbooks."</p> <p>Although, the applicant details possible strategies to budget shortfalls, the narrative does not clearly explain how these strategies are viable and realistic and based on financial expertise. Additionally, the narrative explains that the applicant has identified other sources of funding to cover ancillary services costs for its special education population but does not identify where those funds are coming from. The applicant states, "We will plan for these expenses through other sources of funding which we have been actively pursuing already and have already received confirmation from several Foundations that they will be supporting Raices if the charter is approved." A commitment from NACA was detailed in the narrative for the amount of \$50,000 to be used in start-up costs. It is unclear if this amount is allotted to ancillary services or other costs, as it is not reflected in the budget.</p>	

C. Financial Policies, Oversight, Compliance, and Sustainability

C.(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:**Internal Control Procedures.**

Please see Appendix H

Raíces will comply with 6.20.2.11 NMAC Internal Control Structure and Standards. Raíces will maintain an internal control structure to provide management with reasonable assurance that assets are safeguarded against loss from unauthorized use or disposition, that transactions are executed in accordance with management's authorization, and are recorded properly to permit the preparation of general purpose financial statements in accordance with GAAP, and that state and federal programs are managed in compliance with applicable laws and regulations. The internal control structure shall include written administrative controls, (rules, procedures, and practices, and policies that affect the organization) and accounting controls (activity cycles, financial statement captions, accounting applications including computer systems) that are in accordance with GAAP ["generally accepted accounting practices" established by the FASB (Financial Accounting Standards Board)].

Raíces will maintain a structure of internal accounting controls and written procedures to provide for segregation of duties, a system of authorization and recording procedures, and sound accounting practices in performance of duties and functions. The duties to be segregated are the authorization to execute a transaction, recording the transactions, and custody of assets involved in the transaction. Raíces management will ensure that protection of the public trust is a major focus when granting the authorization to execute business of the school.

The Governance Board will ensure that Raíces adopts and follows the listed policies:

Payroll: The Business Manager will be responsible for maintaining all personnel files. Once the Principal approves and signs all contracts the Business Manager will enter the employee into the accounting software with the approved salary amount plus all required deductions. Payroll will be prepared semi-monthly. Once the payroll is prepared, the Business Manager will run a payroll report for the Principal to review and sign before the payroll is processed. The Business Manager will make the required semi-monthly federal tax deposits and on a monthly basis pay the New Mexico Public Schools Insurance Authority, Educational Retirement Board, Retiree Health Care, and the New Mexico Taxation and Revenue. The Business Manager, on a quarterly basis will file the 941's and the State Unemployment Report.

Cash Receipts: The business manager will write receipts for all cash and checks received with a pre-numbered receipt book (triplicate form). The business manager will prepare the deposit and the office manager will deposit with the bank. All deposits will be recorded in the accounting software. Deposits must be made within 24 hours of receipts.

Cash Disbursements/Accounts Payable: Vendor invoices will be matched to the purchase order and

purchase requisition. Once matched, the invoice will be entered into the accounting system listing the amount and invoice number. The Business Manager will process accounts payable. Two original signatures will be required on all disbursements, which will include the Principal and the Governance Board Chairperson. The Governance Board will review and approved the check register on a monthly basis.

Cash Reconciliation: The Business Manager will reconcile the bank statements on a monthly basis and will ensure the balances reconcile with the general ledger. The Business Manager will code all revenues and expenditures into the accounting system. The Finance Committee will review the check registers, the bank statements, and the bank reconciliations on a monthly basis and will review a sample of cash disbursements and deposits to ensure the internal controls are being followed. The Finance Committee will also review the quarterly cash reports to ensure all the funds balances match the balances on the trial balance.

Total Points Available	Expectations
4	<p>A complete response must</p> <ul style="list-style-type: none"> Identify all the internal control procedures that have been attached in Appendix H; Attach in Appendix H internal control procedures the proposed school will utilize to assure the following: <ul style="list-style-type: none"> safeguard assets segregate its payroll segregate cash and check disbursement duties provide reliable financial information and promote operational efficiency ensure compliance with all applicable federal and state statues, regulations, and rules; Attach procedures that—based on the professional judgment of experienced, licensed, school business officials—successfully ensure appropriate segregation of duties; and Provide a process the school will use to regularly evaluate compliance with the internal control procedures that have been attached in Appendix H and other internal control procedures that will be developed and implemented by the school.
<p>CSD EVALUATION: Falls Far Below the Criteria.</p> <p>The applicant’s narrative and internal control procedures (Appendix H) are not fully developed and lack details on how the school will effectively:</p> <ul style="list-style-type: none"> Safeguard assets Segregate its payroll Segregate cash and check disbursement duties Provide reliable financial information and promote operational efficiency <ul style="list-style-type: none"> The response minimally addresses how the audit will ensure compliance with state requirements. No additional information is provided to ensure the school is maintaining reliable financial information on its own. <p>Furthermore, the narrative does not address whether its procedures are based on the professional judgment of experienced, licensed, school business officials and does describe a complete process for regularly evaluating compliance with the internal control procedures.</p>	

C. (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 (e.g., job search process, timelines) to hire and evaluate highly qualified staff no later than two weeks prior to the start of the proposed school year.

APPLICANT RESPONSE:

Staffing Plan for Financial Management

The Principal will have daily responsibility for all management and fiscal decisions. Raíces will hire a licensed Business Manager who will be responsible for developing the yearly operating budget which supports the mission and vision of the school; handling budget adjustment requests; entering all financial transactions in the accounting system; reconciling the bank statements; preparing the quarterly cash reports, accounts payable, payroll, human resources, requests for reimbursements, purchase orders; submitting monthly and quarterly state and federal reports; and other financial business as needed. The Business Manager reports directly to the Principal. The Business Manager must hold a current NM School Business Official License and must have experience working in a charter school environment. The Business Manager must also have a Chief Procurement Officer Certificate.

Raíces will advertise and hire the Business Manager position at least four months prior to the start of the proposed school year. The Principal will be responsible for advertising, screening applicants, and developing the hiring and job evaluation criteria, but will keep the Board Finance Committee informed on the process and final decision in hiring. During the months before the school opens, the Business Manager will apply for the Federal Identification number; state taxation and revenue number; state unemployment number; set up accounts for Educational Retirement Board, Retiree Health Care, NM Public Schools Insurance Authority; open up a bank account, set up accounts with vendors, and enter them into the accounting system, put together employee packets for all new hires, enter new staff in accounting system; process purchase orders; assist with ordering supplies, equipment, books, and computers; submit the lease application, IDEA B application, and Title I and II applications; and any other needed tasks.

The contract with the Business Manager and the Principal are reflected in the budget in Section III B. (2) and III. B. (3). Recruitment, identification, and evaluation are accounted for within the budget, job descriptions, and staff recruitment plans in Section II.D.L

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; and
- Include a plan that will result in the recruitment, identification, the evaluation of candidates, and the hiring of highly qualified staff for each of the identified positions, no later than two weeks prior to the start of the proposed school year.

CSD EVALUATION: Approaches the Criteria

The applicant's response adequately describes the responsibilities of the Principal and the Business Manager and align fully with the organizational chart included in this application. However, based on the budget, it is unclear whether the Business Manager is an employee or contracted. The lack of this information implicates whether the applicant has identified the appropriate qualifications for this individual. The budget allows for an Office Manager in the personnel section and for Business Manager Services in the other expenses section of the budget.

C.(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:

Governance Board Legal and Fiscal Oversight

The Governance Board of Raíces will act as a Board of Finance for the school and has the responsibility to ensure that Raíces operates in accordance with all applicable laws and regulations, complies with the Open Meetings Act, and meets its obligations to the school's authorizers as written in the schools' approved charter. The Governance Board will provide direct oversight of the school's finances by regularly reviewing and approving financial reports at each monthly meeting.

The Governance Board will also approve the yearly budget, budget adjustment requests, quarterly cash reports, yearly audits, and cash disbursements. The Principal and Business Manager, along with the Finance Committee will report to the Governance Board at each Governance Board Meeting. Per NMSA 1078, Section 22-8-12.3 and the Raíces Bylaws the Board will establish a Finance Committee, which will consist of two Governance Board Members, and outside members with financial expertise. The Committee will include the Principal and Business Manager.

The duties of the Finance Committee shall be:

- Financial planning, including reviews of the school's revenue and expenditure projections.
- Review cash reports and periodic monitoring of revenues and expenses
- Annual budget preparation and oversight
- Procurement
- Serve as an external monitoring committee on budget and other financial matters
- Monthly review of bank statements and bank reconciliations
- Monthly review of cash disbursements
- Review of budget adjustment requests
- Review of journal entries

Per Section 22-8-12.3, the Board will establish an Audit Committee, which will consist of two Board Members, one parent, and a volunteer with a financial background. The Principal and Business Manager will serve as ex officio members of the Audit Committee.

The Audit Committee shall:

- Attend the entrance and exit conference for the annual audit
- Meet with the external financial auditors at least monthly after audit field work begins until the conclusion of the audit
- Be accessible to the external financial auditors as requested to facilitate communication with the Governance Board
- Track and report progress on the status of the most recent audit findings and advise the Governance Board on policy changes needed to address the findings, and implement a corrective action plan to avoid repeat findings.

- Provide other advice and assistance as requested by the Governance Board
- Be subject to the same requirements regarding the confidentiality of audit information as those imposed upon the Governance Board by the Audit Act (Section 12-6-1 NMSA 1978) and rules of the state auditor.

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; and • Describe how the audit and finance committees will interact with the full Governing Body.
<p>CSD EVALUATION: Approaches the Criteria</p> <p>The applicant's response minimally focuses on the formation of the audit and finance committees. It begins by detailing how the Governance Board will act as a Board of Finance and simply states the board will establish both committees. No additional information is provided to describe how they will be formed or how each committee will ensure proper legal and financial oversight.</p> <p>The response did indicate the make up of each committee, which includes the Principal and Business Manager. A general outline of duties was provided for both committees.</p>	

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's needs.

APPLICANT RESPONSE:

Raíces Community Based Engagement Plan

Raíces team developed a Community Based Engagement Plan that is culturally responsive to the population of Doña Ana County to outreach to families and a diverse community throughout the Las Cruces Metropolitan area. This plan includes different approaches and strategies of dialogue with families and community at large. Raíces Outreach Team (ROT) developed a community map of the Las Cruces Metropolitan Area to identify strategic places to meet people in leadership positions at the community or institutional level and the targeted neighborhood communities as well. Then the ROT conducted individual face-to-face meetings, house meetings, focus groups, community meetings, and other information sessions hosted by partner organizations where they provided us time to present our project. In dialogue sessions with parents, we discussed the importance of learning more about our roots and cultural background as part of a self-awareness process to solidify a clear identity in the student and the family ([see Appendix X](#)). The curriculum team of Raíces developed a series of modules to be presented in workshops. During these presentations we conducted surveys to learn more about family needs and barriers to providing families a meaningful way to secure a stable and safe environment for healthy development for their children. These presentations also were used as a way to share the philosophy of the school and the central concepts of the curriculum. Families were exposed to and experienced the indigenous Mesoamerican content of the curriculum and learned about the 90:10 dual language two-way immersion model.

Outreach Methods

Raíces Outreach Team conducted a total of 29 workshops and information events including over 15 dialogue sessions throughout the Las Cruces Metropolitan area and areas of the Doña Ana County closest to Las Cruces. The ROT members were able to identify many concerns, needs, and barriers that often prevent a parent from providing their child the most significant foundation, including a stable and safe shelter, food, education, healthcare access, a healthy environment and emotional wellness. There are barriers of communication and lack of information that prevent parents from expressing “upfront” their desire for their child’s educational success. Besides the social and economic needs, during the process of exploration and learning from our communities, the ROT collected some sad and painful stories from parents that were experiencing disenfranchisement, self-segregation, and low self-esteem because of the lack of English language skills and misconceptions of how the public systems work (education, health, housing, jobs, and food access).

Here are some of the barriers discovered in our dialogue sessions:

- Erroneous assumptions on both sides, school staff and parents,

- Need for the creation of a support system to develop trust between families in neighborhoods where families experience all kind of needs,
- Need for neighborhood meetings, conversations, and skills communication development workshops,
- Families experiencing homelessness and food insecurity,
- Lack of trust of Bilingual programs due to not having enough well trained bilingual educators in those programs,
- Lack of a clear positive identity which in turn is transferred to their child, and Lack of a social-emotional support network with a culturally responsive approach.

List of activities and participants at Raíces outreach events and conversations that provided Raíces founders a clear perspective of the population that it intends to serve.

Date	Description of Event	#	Outcomes/Comments
Jul 18, 2016	Chaparral, NM - Casa Maria Eugenia (Sisters of the Assumption of Chaparral) First exploration community meeting. Raíces' team invited local community leaders and parent leaders to discuss a proposal and a potential site for a K-5, Dual Language school utilizing Mesoamerican Indigenous concepts as part of the curriculum.	16	Participants Suggested expanding the areas of exploration to learn about the pros and cons of school infrastructure and potential barriers and the feasibility for to establishing the school in each area.
Aug 9, 2016	Anthony, NM - Indigenous Day at the Women's Intercultural Center. The Raíces team organized a community gathering, inviting community leaders involved in schools of the area to advance an agenda to improve outcomes for Educational Success in Doña Ana County. The Raíces team was able to explore the level of receptiveness with the community to the Mesoamerican Indigenous ways of teaching as part of the foundation for a future elementary school in the region.	18	Participants in the audience were receptive to this presentation. The discussion resulted in the planning of a series of presentations around the area, targeting specific neighborhoods, utilizing closest venues to outreach to parents without transportation. These sessions provided the Raíces team a learning opportunity about the importance of bringing participants into the classroom setting to experience positive identity formation, a culturally responsive environment, and comfort with the home language to develop a sound learning foundation for the student at the elementary level.
Sep	La Academia Dolores Huerta, Middle	10	From this initial gathering the Raíces team

16, 2016	Charter School, Las Cruces. Meeting with parents.		recruited four parent leaders that became active participants as volunteers in the outreach process in Las Cruces Area.
Oct 2016	Las Cruces, NM - A call went out through multiple community organizations to come together to hear about the Raíces del Saber proposed public charter school. The intent was to expand awareness of the project and establish a process to submit a proposal to the State.	34	Over 34 community leaders came with different perspectives, experience, capacities, and commitment to participate in this process. The Raíces coordinator presented a plan of action and a timeline including monthly meetings formulate a planning team over the next month. 12 participants agreed to be part of the core founders. The rest agreed to play be advisors and sponsors for the project.
Nov 2016	Our first Monthly gathering to establish a commitment to work on the writing process of the application. This session was hosted in the NMSU Campus College of Education conference room. After this date, this place became our center of operations. With the support and commitment of College Dean, Dr. Dean Pope-Davis and his staff.	12	Committees were established to coordinate a calendar of activities and identify needs to ask support outside of the core group as follows: 1. Academic Framework team 2. Organizational Framework team 3. Financial Framework team 4. Evidence of support and Community Engagement team
Jan-Feb-Mar-Apr-May 2017	Monthly meetings and working sessions to start writing process of the application.	12	Over these months, the Racies core group established a dynamic of bi-weekly working sessions to discuss content, writing process, and building and expanding relationships with the following entities in town, including: public and private governance bodies, City Council of Las Cruces, Doña Ana Co. Board of County Commissioners, Las Cruces Public Schools Board, Hispano Chamber of Commerce, The Green Chamber of Commerce, local Charter Schools in Las Cruces, Nonprofit organizations and local and regional Foundations, NMSU College of Education Dean and staff, and Las Cruces Public Schools Superintendent, and educators.
Jan to Mid-May, 2017	Lead coordinator and community engagement team dedicated time to have one -to-one-sessions with key community leaders and developed a	48 7	Personal interviews face to face 7 <u>Focus groups</u> between 5-7 participants in house meetings, where we conducted a

	systematic community engagement plan to outreach families and grassroots groups to identify community needs and limitations that prevent a parent from successfully supporting their family in a holistic way for children to succeed in life and school.	33 60	community assessment. 4 Community Events organized by Raíces team with Participants Raíces Team Members Participated in 8 other information meetings to disseminate information to different audiences. Participants total (attending 8 information meetings/workshops)
May 13, 2017	Las Cruces, NM. La Iglesia del Pueblo. Presbyterian Church. Raíces team hosted a Xinachtli presentation to provide a demonstration of the content of Raíces indigenous concepts.	15	Participants were exposed to Mesoamerican concepts as part of ancestral knowledge
Jun-Jul, 2017	Raíces Core Team developed a media strategy to promote the projected school.		Produced promotional materials like flyers, brochure, talking points; Visited Radio stations and newspapers to obtain public promotions.
Aug-Sept-Oct-Nov, 2017	Raíces Outreach visited a number of potential facility sites and the Team dedicated more time to identify an appropriate facility that could host the school and approval from the PED has been received.	1	Myrna's Children's Village, on campus at NMSU. Dr Betsy Cahill is very enthusiastic to partner with Raíces team to explore the possibility to bring the attention from College of Education Dean to identify the mechanisms to open a space to host our future school close to this area.
Oct 2017 - May 2018	Racies team visited schools with similar indigenous and/or Bilingual Dual Language curriculums to learn from their experiences.	19 Site Visits	Thanks to the support of a NACA NISN fellowship, under a Residency Program the Raíces Coordinator and team members were able to spend time in different schools out of state from October 2017 to February 2018. See Appendix W .

Total Points Available	Expectations
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4

A complete response must

- Describe an outreach program to develop community support for the proposed school that has been implemented during the application process;
- Describe specific activities that have been implemented, include evidence of implementation;
- Include evidence that demonstrates the activities reached a broad audience that is representative of the whole community; and
- Describe how this outreach has enabled the applicant team to understand community needs.

CSD EVALUATION: Meets the Criteria

The applicant's response describes its Community Based Engagement Plan that demonstrates how the applicant has applied different approaches and strategies to reach its target population. The narrative outlines the outreach and community efforts. Additionally, during its outreach, the applicant noted several economic and social barriers shared by the community during the dialogue sessions.

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, type of current school (home, private, public), or other pertinent data.

APPLICANT RESPONSE:**Community Support**

Doña Ana County has a significant Mexican American population and at least two communities in Las Cruces are focusing to re-establish their Native American status. These include the Tortugas Pueblo, and the Piro-Manso-Tiwa Tribe of Guadalupe Pueblo. The Raramuri (Tarahumara) community also is a growing population in Las Cruces. In several meetings and interviews with residents from these populations, participants were exposed to examples of Mesoamerican mathematics, storytelling, and dialogue circles, all manifesting similarities that indigenous ways are all over the indigenous nations. In every session, participants expressed an enthusiastic response to the inclusion of a strong indigenous component to the curriculum.

The Raíces team has engaged in a significant number of conversations with parents and potential partners and other interested organizations and community leaders from across sectors in the development of the projected school. For instance, the Las Cruces Public Schools recently passed unanimously a Resolution to implement Ethnic Studies in the Public Schools, another initiative is taking place at New Mexico State University (NMSU) College of Education, which is looking to start an Ethnic Studies Bachelor's and Master's degree programs. These initiatives are interested in observing our community that will take a critical, historical, and locally relevant practice and approach to teaching and learning. NMSU College of Education also sees our proposed school as an opportunity to contribute to their plans to restructure and consider how teachers can be trained in this model to help improve educational outcomes for children, especially in southern New Mexico. We have held discussions with NMSU-College of Education Dean and his staff about our partnership for implementing a community schools approach.

Over the year, Raíces' lead coordinator has been organizing sessions and workshops to introduce the content of this future school and discover the level of interest in it from parents and the community at large. While meeting with parents we have kept a database of potential students that parents want to register in Raíces once it open its doors and it is being kept up to date:

Grade	Number of students	Zip Codes
Pre-K*	8	88012, 88007
Kindergarten	17	88012
1st grade	11	88004, 88007

2, 3, and 4*

9

88005, 88007, 88012

* Raíces is not offering Pre-K, and will start the first year with K-1. However, parents are interested and asking if Raíces will implement an enrichment afterschool program to start to introduce their children into the content of our curriculum, or support those students that are currently in grades that our school will not offer the first, two, or three years (2nd, 3rd, 4th, and 5th). Once charter approval is received, the Raíces team is ready to implement a recruitment process using the strategies in place developed over more than a year's time plus there will be a new focus on recruiting from pre-school daycare and Head Start programs.

Number of activities, participants, and organizations hosted or presented to by Raíces Team to date:

Raíces Founders	12
Raíces Advisory team and supporters	22
Events (Gatherings and Workshops)	29 over 23 months
One-on-one Interviews	48
Participants in focus groups, information sessions, and workshops	336
Pre-registered Potential Students	28
Letters of Support	21
Radio Interview	1
Newspaper announcements	2
Bilingual Printed materials distributed (Flyers and Brochures)	800
Raíces team Visited other Indigenous or Bilingual Dual language Schools to learn from their models	19 site visits
Nonprofit organizations (see letters of support Appendix N) that identified their community work and services inter-related to our future school and will find the opportunities to collaborate providing in-kind service and resources to enhance our enrichment curriculum, including afterschool programs and parent	16 <ol style="list-style-type: none"> 1. La Semilla Food Center 2. Unified Prevention Coalition 3. Doña Ana Communities United 4. Great Conversations 5. Empowerment Congress 6. Border Network for Human Rights

engagement support.	<ol style="list-style-type: none"> 7. CAFE (Comunidades en Acción y de Fe) 8. Chaparral Parents in Action 9. Doña Ana Arts Council 10. Ngage New Mexico 11. Children's Reading Alliance 12. Community Action Agency 13. Hope Border Institute 14. Women's Intercultural Center 15. Integracy Agency Council 16. ENLACE (Engaging Latino Communities in Education)
Local and National Foundations that will support Raíces based on letters of support from McCune and Kellogg and formal conversations with the other 3 groups.	<ol style="list-style-type: none"> 5 1. McCune Foundation 2. W. K Kellogg Foundation 3. Southern NM Community Foundation 4. Abelard Foundation/Peace Development Fund 5. Raza Development Fund

(See Community Engagement Report [Appendix X](#))

- 48 individual interviews with stakeholders and members from different sectors and institutions including: non-profit; city councilors; county commission; State Representatives: Hispanic Chamber of Commerce; Green Chamber of Commerce; Educators; Las Cruces Public Schools Board Members; local Indigenous groups; New Mexico State University, College of Education Dean's office representatives including the Dean; Other faculty members from different Colleges at NMSU including: Anthropology Department, The School of Social Work, Department of Agricultural Economics and Agricultural Business, Criminal Justice, and Sociology Department; Doña Ana Community College, National Education Association (NEA) of Las Cruces; local and state and regional Foundations; Faith Based Community groups, Early childhood Las Cruces Head Start Programs; Artist and Culture sector; private childcare centers; and other interested community leaders.
- Monthly work sessions over the year and for the last 3 months on a weekly basis were conducted with Faculty members at the College of Education at NMSU to coordinate efforts of support and discussions during the development of the curriculum and instruction content of Raíces.

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; and
- Describe why the applicant team believes the evidence demonstrates the school will be embraced and supported as the community's school and that there is abundant support for this school as a part of the community.

CSD EVALUATION: Meets the Criteria

The quantitative data provided by the applicant demonstrates community support for the proposed school. The Raíces team engaged in several conversations with parents and potential partners and other interested organizations and community leaders from across sectors during the development of the projected school. This is demonstrated through the support letters provided in this application.

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:

Raíces Del Saber can clearly demonstrate that it has developed meaningful and strategic networking relationships and/or resource agreements with local community agencies, groups, or individuals in Doña Ana County (DAC) as well as within our state of New Mexico. (See [Appendix N](#) for letters of support).

Given the mission of Raíces, relationship has been initiated with early childhood entities, institutions as well as specific programs such as NMSU Myrna's Children's Village. It has also been critical to establish a relationship with sister Charter Schools such as J Paul Taylor and Academia Dolores Huerta to mentor our process and learn from their experience. The relationships will assist with many facets of Raíces, especially with the student recruitment outreach process. Due to the unique and innovative nature of Raíces, many local community agencies, groups and/or individuals have sought to engage in the process and have asked to be part of an advisory, or volunteer committee to assist with monthly activities, and or tasks as needed. The operation of Raíces is dependent on the degree of community ownership and level of commitment from all stakeholders, especially the parents. It has become evident via community meetings and observations, that this school is not only an opportunity to learn and strengthen the cultural identity of its students, but that of the parents and Mexican American community in Doña Ana County (DAC). The Founders and board members are highly respected in our community and they themselves have a high degree of relationships with those persons and institutions that embrace and support Raíces. The cultural approach to this school is not only a great vision for DAC, but as we have heard a great opportunity for cultural validation for many New Mexicans. We have initiated a list of providers; relationships, groups and/or individuals [see Appendix X](#). The attached list is the initial phase of relationships, once Raíces becomes vetted and embraced by our student and parents, the list of Padrinos, Madrinas, Abuelos (Traditional Elders) will be anticipated to triple. Raíces Del Saber, plans to inherit wisdom that has not been tapped and given the proximity to our US-Mexico Border, the relationships will extend as the roots of a tree that is well nourished to flourish and grow.

We have received support from the County Commissioners, City Council, LCPS Superintendent, Child Care providers, and early childhood professionals at NMSU as well as a list of critical relationships such as sister Charter Schools. The board of Raíces has cultivated a great soil to plant its roots via strong relationships that go back generations, cultural allies, and individuals that are committed with passion and a vision for a better future for our next generation of K-5 students.

List of specific organizations that once Raíces open doors will be ready to collaborate in different ways:

Organization	Description of type of service	Outcomes and expectations
La Semilla Food Center	Establish Community Gardens in Public Schools.	Contribute to science curriculum with an emphasis on

	Provide training and materials. Including Nutrition and food security	good health
Children's Reading Alliance	Provide Parent Engagement training and deliver their program periodically a 6 weeks training "1st Teacher at Home" and "Read with Your Child 20 minutes a Day"	Increase parents skills to support their children's academic success
Community Action Agency	Child Care Providers at Home Program. Will support enrollment promotion opportunities throughout their 18 providers located in Las Cruces area. And will provide assistance with Professional Development and Financial training Opportunities to Parents	Help increase enrollment in Raíces
Border Network for Human Rights (BNHR)	Will provide support and advocacy for immigrant families. This organization works through neighborhood networks, and self-advocacy groups. They will provide professional development and leadership trainings to low income families to advocate for their needs.	Will help parents increase their sense of resilience and ability to share with the school the needs of their children.
CAFe (Comunidades en Acción y de Fe)	Provide advocacy for immigrants safety and protection	Relieves stress so parents can feel more secure which has a positive effect on children.
Ngage New Mexico	Provides support for school innovations through its multi sector Leaders Circle that includes major community stakeholders across all community sectors	Will bring Raíces into relationship with the Success Partnership and its resources
W.K. Kellogg Foundation	Supports education initiatives through multiple grants focused on education innovation	Will commit resources through the Native American Community Academy and also direct support
McCune Foundation	NM Foundation that	Raíces will apply for support for

	supports innovation for the well-being of families	expenses not supported in the initial year of operation once the charter is approved.
Raza Development Fund	Provides national grants to innovations that support the success of Hispanic education projects	Raíces will apply for support for expenses not supported in the initial year of operation once the charter is approved.
Southern New Mexico Community Foundation	Provides support to innovative programs in southern NM	Raíces will apply for support for expenses not supported in the initial year of operation once the charter is approved.
Myrna's Children's Village NMSU	A special project committed to well-being of children	Will provide access to 150 children for recruitment of students in their preschool program and the potential facility for the start up of Raíces.
Doña Ana Head Start Programs	A preschool program which is a source of potential Raíces students	Has agreed to make connections between their children's parents and Raíces
College of Education NMSU	Provides teacher professional development support through a number of major grant programs	Will provide professional development for Raíces teachers - particularly in the math curriculum area and will provide support for evaluation and assessment expertise
Department of Agricultural Economics and Agricultural Business, NMSU	Provide Cooperative Extension Services to families and public schools	Will provide family nutrition and financial planning services to stabilize families and technical support for the Raíces Community Garden

Raíces acknowledges that relationships are important and we continue to develop them not only for the success of the students, but for the social self-sufficiency of the family that nurtures the child. The relationships with local community organizations, local government and foundations is in process and evolving as the roots of this community school transform a seed to a point of endless growth of opportunities.

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; and• Describe why the applicant team believes the identified relationships demonstrate the school will be embraced and supported as the community's school and that there is abundant support for this school as a part of the community.
<p>CSD EVALUATION: Meets the Criteria</p> <p>The applicant lists numerous organizations that are in support of the proposed school and the response describes those meaningful and strategic networking relationships with local community agencies, groups, and individuals in Doña Ana County as well as within the state of New Mexico. This is evidenced by Appendix N, letters of support, and the chart included in the narrative.</p>	

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:**Uniqueness, Innovation, and Significant Contributions Raíces Will Bring to Public Education**

How does anyone bring significant contributions of uniqueness and innovation to a community that emerged out of a millenary history where cultures, languages, and diverse peoples blended into a modern community?

Las Cruces, the largest town in Doña Ana County has its origins in the Pueblo Revolt of 1680 when Native American refugees from that war with Spain founded Tortugas Pueblo, now a Las Cruces neighborhood just to the west of Interstate 10. Tiguas, Piroso, and Manos were able to survive Spanish, Mexican, and American colonization as residents of what eventually became Las Cruces, New Mexico, U.S.A. When the descendants of these indigenous groups see the sunrise against the backdrop of the Organ Mountains, they refer to this national monument as “La Sierra (mountain range) de los Manos.”

Located less than an hour's drive from the U.S.-Mexico border and the Texas Stateline, this community celebrates Native American, Mexican, and American cultural heritage while facing the challenges of a global economy emerging in this new century. This is the social background of Las Cruces Public Schools, serving a student population that is 75.1% Hispanic in a city where Hispanics comprise only 33.8% of the population.

LCPS currently uses a 50:50 dual-language model as part of their effort to serve English learners and meet the need in a globalized economy to speak more than one language. Currently LCPS is planning to introduce ethnic studies and a restorative justice program at all grade levels to be more culturally responsive to their students and parents. New Mexico State University is providing support to this effort by creating an undergraduate and graduate degrees in Ethnic Studies and requiring graduating bilingual teachers to have a TESOL (Teaching English to Speakers of Other Languages) endorsement.

The uniqueness and innovation of our proposed school is meant to support local public education and its efforts to prepare students to enter a culturally diverse, multi-lingual, technologically challenging world where “thinking outside the box” is more a necessity than a cliché.

An effective and Challenging Bilingual Education Model

The effectiveness of a two-way dual language immersion approach for superior academic achievement has been well established as a research-based effective approach (data was presented in the Academic Framework Section). Two models have emerged using this approach, 50:50 and 90:10. Of the two, research data supports the 90:10 model as the best practice. This is the bilingual model Raíces will be using for our students, ELs and English speakers to achieve biliteracy. Currently there are no 90:10 models in our proposed demographic area of service. We are mindful that

students need at least five to six years to become fully bilingual and biliterate, which our school will provide for children starting Raíces in kindergarten and eventually taking the student through 5th grade (six years of instruction).

Crucial to the success of this model is a bilingual/biliterate school culture where the value of Spanish and English is evident in all aspects of school life. When anyone walks in Raíces del Saber Xinachtli Community School they will know that this is an institution where both languages are readily used and valued. It will also be a place where children whose native language is English will be as welcome as Spanish Language Learners thus enriching our goal of biliteracy.

A Conceptual Learning Approach to Mathematics

We have chosen an innovative core mathematics curriculum resource that provides for exploration that builds lasting conceptual understanding along with reasoning and problem solving skills. The math instructional framework consists of four sections conducive to involving students as active learners: *Number Talks* are structured as whole group conversations for students to explore mathematical relationships; *Whole groups lessons* target conceptual development and exploration, discussions, and applications of mathematical concepts; *Learning Stations (Centers)* complement and reinforce weekly objectives and grade-level goals. At these stations students will engage in math fluency development each day. Additional centers provide for the integration of art, science, and enrichment content); *Whole Class Dialogue and Lesson Summary* is a time for reflection, evaluation, and redirection based on authentic dialogue between students and teacher.

Xinachtli (Sheen-ach-tee), Cultural Responsiveness and Academic Enhancement

Xinachtli, an Aztec word meaning “germinating seed,” is an enrichment program supported by a curriculum that utilizes a process to enrich student learning in all content areas and fosters a positive personal identity. Our Xinachtli enrichment program is a culturally responsive approach that focuses on an aspect of Hispanic (Mexican American) culture that is rarely addressed, its indigenous roots. The way we will incorporate this into the curriculum is not merely by providing children information about a Mesoamerican heritage but involving them in a Mesoamerican-rooted process that includes self-expression, introspection, mathematics, science, history, and literature. At all meetings with prospective parents, this part of our curriculum has excited them the most.

As an enrichment program, it follows a format that includes process and content, taken from the Mesoamerican ways of knowing (process) that require (1) mastering authentic dialogue, a structured form of conversation that involves deep listening and thoughtful, purposeful speech; (2) development of self-respect and respect for others; (3) the practice of introspection through self-reflection and meditation; (4) and the ability to frame informational content through metaphors and symbols.

As a curriculum it introduces students to Mesoamerican forms of mathematics that will support their learning in our regular math block and enrich their understanding of mathematical procedures. Oral storytelling by the teacher of Mesoamerican and Native American mythology will augment their listening and literacy skills. It uses Nahuatl (Aztec) as an enrichment language through development of a Nahuatl vocabulary, simple phrases, and words of common use in Spanish of Nahuatl origin. Xinachtli offers a diverse way of looking at the world and provides content relevant to the historic, linguistic, cultural roots of Mexican American heritage.

Raíces del Saber Xinachtli Community School is itself a unique, innovative idea working towards

being actualized as a positive, contributing entity to our community. We bring to public education an enthusiastic effort to be inclusive of the rich diversity that has contributed to the making of a modern community out of ancient experience and modern history. We are continually looking for those who will contribute to the social and personal development of our students. We are eager to create space for the descendants of the Tigua and Piro who came to this area 400 years ago, the Manzo who inhabited these land centuries before the arrival of the Spanish conquistadores. We want our residents who can trace their family tree to the arrival of Spaniards to share with our students how a small militia of Conquistadores changed the landscape of New Mexico. We want our children to meet an entrepreneuring young man of Japanese descent who became a successful businessman and our Las Cruces mayor. Raíces del Saber (Roots of Knowing) Xinachtli Community goes beyond a curriculum that is facts, information, and academic goals. We want to be a “living, growing” contributing institution to a population at the crossroads of history.

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; and 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.
<p>CSD EVALUATION: Approaches the Criteria</p> <p>Although the applicant provides a clear overview of the qualities and characteristics that make up the school’s educational model and mission, it does not provide a compelling explanation for the demand of this type of model.</p> <p>A section of the narrative focuses on the history of the culture and roots that was the impetus for the development of the model and states, “The uniqueness and innovation of our proposed school is meant to support local public education and its efforts to prepare students to enter a culturally diverse, multi-lingual, technologically challenging world where “thinking outside the box” is more a necessity than a cliché.” However, no additional information is provided to support how the applicant team knows there is a compelling demand for this educational program within the targeted geographic area.</p>	

Appendices and Attachments

Appendix Number	Appendix Description	Attached (Check if Yes)
A	Governing Body Bylaws	X
B	Head Administrator Job Description	X
C	Job Descriptions for Certified, Licensed, and Other Key Staff	X
D	Proposed Agreements Governing Third Party Relationships and Memoranda of Understandings (MOUs) (*Required if applicable*) Not Applicable	<input type="checkbox"/>
E	PSFA-Approved Projected Facility Plan Documentation	X
F	Five Years of 910B5 State Equalization Guarantee (SEG) Computation Revenue Estimate Worksheets	X
G	5-year budget plan	X
H	Internal Procedures	X
I	School Year Calendar	X
J	Curriculum Alignment Plan (CAP)	X
K	Organizational Chart	X
L	Facilities Master Plan Check List submitted on April 20, 2018	X
M	Xinachtli Enrichment School Calendar	X
N	Letters of Support (will create a last PDF doc with all letters)	X
O	Raíces Staffing Plan	X
P	Xinachtli Curriculum Across Grades Levels	X
Q	Raíces Daily School Schedule	X
R	Professional Development Plan PD FY 2019-2020	X
S	Raíces Governance Board Disclosure Statement	X
T	Xinachtli Interdisciplinary K Indicator Rubrics	X
U	Xinachtli Enrichment: Effects on behavior, motivation, and academic work Bill Childress Elementary School (Canutillo, TX, SD)	X
X	Community Engagement Report	X
Y	Dual Language Education of New Mexico PD	X
Z	Xinachtli Pedagogy Training Manual for Teachers and Staff	X