ALBUQUERQUE PUBLIC SCHOOLS
CHARTERS

Albuquerque Public Schools
Board of Education Services Office
2026 New Charter School Application Kit

Part A. Introduction and Instruction

The Charter Schools Act

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

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

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

Starting a new charter school in New Mexico requires proposals from committed individuals who have the capacity to achieve strong, educational outcomes. Through charter schools, Albuquerque Public Schools, as Authorizer seeks to provide families with effective, quality educational options. The APS Charter Schools Team serves as staff to the Albuquerque Public Schools Board of Education and will review your application. The APS School Board makes the final determination regarding the application after reading the application, hearing from the applicants and the local community, and considering the information provided by the Charter Schools Team.

The APS Charter School Office Mission and Vision are as follows:

Mission:

The APS Charter School Office empowers and challenges public school choice utilizing national authorizing best practices. The team builds strong relationships to analyze, support, and hold APS authorized charter schools accountable for academic improvement, equitable, innovative, quality, financially viable and sustainable educational programs for all students.

Vision:

The APS Charter School Office will be a model authorizer supporting and holding accountable academically enriching, equitable, innovative charter schools for under-resourced students and communities.

An Overview of the Review Process

Each year, APS makes available—in writing at its office and online at its web site—an application for a new charter for a specified fiscal year. Templates and attachments found in the application must not be altered from the approved content, format, and sequence. An application package submitted for a new charter may be deemed incomplete if it contains modifications to the content, format, or sequence of the application, templates, or attachments or if it contains templates or attachments that were approved for use in a prior fiscal year.

Technical Review—APS Charter School Office staff will confirm whether the applicant team has met all requirements and whether the application package contains all components required by statute, rule, and application instructions. An application package will pass the technical review if
1. The applicant team timely submitted a Notice of Intent to the PEC and the district;
2. The application team submitted the application package between May 1 and June 1.
3. The application package contains complete information for each application component, including: a. Executive Summary (Information must be consistent with the contents of the application package), b. School Size (Information must be consistent with the contents of the application package), c. All narrative sections, required exhibits, and attachments;
4. The application package contains all required appendices; and
5. The application package contains all required documents submitted on the application attachment and/or templates approved for the 2026 application cycle, including the 910B5 SEG Worksheet and a five-year Budget Plan.

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

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

The APS Charter School Office shall respond to a written request for review from a charter application within forty-five (45) days of the request.

The Application - Applications will be evaluated and scored using the Evaluation Rubric, which is embedded in the application. The review team for your application consists of a seven-member team composed of the APS Charter School Office team, APS administrators and charter school leaders. Each team member will review your application independently and thoroughly.

Once complete, the team will come together to discuss your application and determine follow-up questions for the capacity interview. These questions will be shared with the applicant team.

Interview questions are designed to determine the applicant team's capacity to implement the charter school proposed in the application package and provide an opportunity for the applicant team to provide clarifying information identified in the preliminary review. Your responses are analyzed and may inform the analysis of the written application. The Application analysis, along with an analysis of the Capacity Interview, will form the basis for the Board Services Department recommendation to the APS School Board. (See Part D below.)

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

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

The APS Charter School Office Recommendation—The APS Charter School Office utilizes information from the review team application analysis and capacity interview to prepare a recommendation. The recommendation is presented to the applicants and the APS School Board at least two weeks prior to the APS School Board meeting

APS School Board Consideration—The **APS School Board will make the final decision** to deny, approve, or approve with conditions charter school applications. The APS School Board reads and evaluates all applications. The APS School Board makes its decision based on, but not limited to

1) the application;
2) the review team analysis of the application and capacity interview
3) the community input hearing;
4) the recommendation of the review team;
5) all clarifying information and statements provided by announced deadlines; and
6) the applicants' statements at the APS School Board meeting.

If you have further questions regarding this process, please do not hesitate to call the Charter School Team at (505) 878-6187.

The 2026 New Charter School Application Kit

The kit is made up of the following four parts:

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

The kit is intended to guide you through the steps of developing a charter school proposal. While the kit comes in four parts, you will only be submitting **Part B, Executive Summary and Part C, Application and Rubric.** All parts of the kit comply with the amended Charter School Act, which requires charter schools' performance to be measured according to a framework of specific criteria. You will note that the application itself is organized by frameworks.

The **Part A**, **Introduction and Instructions** provides you with information regarding expectations, application timelines, contact information, an application glossary of terms, and logistical information. Although you are not scored based on this section, the overall ability to create a clear, cohesive, comprehensive, reasonable, and innovative charter school application depends in large part on following the instructions in this guide. In addition, the APS Charter School Office aligns with the National Association of Charter School Authorizers in recognizing that a quality application requires 18-24 months to develop. Please consider this as you move forward with your application.

The **Part B, Executive Summary** requires you to provide a summary or overview of the work of your proposed school. This offers the reviewers a general understanding of what will be explained and described in detail within the application itself. In addition, this summary will be posted on the APS Charter School Office website so that the public knows who is applying for a state-funded public charter school. This section is not evaluated for points. However, your summary should adequately reflect what is found in the rest of the application. For instance, if your school has a STEM focus, then this should be mentioned in the Executive Summary. **This section should be submitted to the Charter School Team along with the Part C, Application between May 1st and June 1st of the current year (11:59 PM MST).**

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

The **Part D**, **Capacity Interview Questions and Rubric** does not require any written information from you. Instead, you are strongly encouraged to use the questions in Part D to better assess your own capacity to implement the framework for the charter school that you have outlined in your application and to prepare answers in advance to the interview questions. All applicants receive the s a m e questions and individualized questions, which are created by your application reviewers in response to their review of your written application. Individualized questions will be provided prior to the capacity interview.

Summary

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

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

Authorizers want thoughtful, well-developed applications from capable school developers who are committed to enhancing education in New Mexico. The APS Charter School Office aligns with the National Association of Charter School Authorizers who recommend 18-24 months to develop a strong application. Please note that all successful applicants shall enter into a planning year, complete a planning year checklist, and negotiate a contract with their Authorizer prior to receiving approval from the Authorizer to commence operations

Instructions and Timeframe

(The following dates are for applicants who intend to submit an application to the APS Charter School Team. All applications must be submitted between May 1 and June 1, 2026.)

Form and Point of Contact	All submissions should be prepared utilizing the *2026 New Charter School Application Kit*. The Executive Summary, the Application, and all appendices must be complete when submitted. Any questions regarding the Application and the review process should be directed to Kristin Benjamin, *kristin.benjamin@aps.edu*
Notice	Be sure that the Charter School Team has the most current email address and phone number for you *at all times*. The Charter School team will NOT send any notices or other information by hard copy unless required to do so by law.
Deadline: Charter Application	Charter Applications may be submitted between May 1st and June 1st. However, the **deadline** for submission of all materials to the APS Charter School Team is **June 1st, by no later than the end of the day (4:00 p.m. Mountain Time)**.
Deadline: Public School Facilities Authority (PSFA) Master Facilities Plan/ Ed. Spec. Checklist	Charter applications must include evidence that the founders have completed and submitted a Facilities Master Plan/Ed. Spec. Checklist. The completed form must be submitted to the PSFA by ****Friday, April 15, 2026.** Please contact the PSFA for more information. Find the Facilities Master Plan/Ed. Spec. Checklist form on the PSFA website.
Manner of Submission of the completed Charter Application	All applicants must submit an electronic version of their new application and 8 hard copies, i.e. in binders to Kristin Benjamin, Coordinator, Charter School Office. kristin.benjamin@aps.edu 6400 Uptown Blvd NE, Suite 100 East Tower, Albuquerque, NM 87110

Technical Assistance Workshops	Technical Assistance Workshops will be provided by the Charter School Team. Applicant teams that submit a timely NOI will be notified of the details, dates, times, and locations for all training via email. Technical Assistance training will also be posted on the APS Charter School Office Website.
Applications provided to the APS School Board (June 5th)**	Copies of all received applications will be transmitted to the APS School Board on or before June 5.
Substantive Review Period (June 1st-July 2nd)**	A seven-member review team facilitated by the APS Charter School Office staff will read and analyze the applications.

Capacity Interviews (June 29–July 6)**	The Capacity Interview will be held at Albuquerque Public Schools District Office. The Capacity Interview is a critical component of the review process, and the founders' key spokesperson must be available. In addition, if a particular person drafted a section in its entirety, that person should also be available to answer questions. This interview will be designed to demonstrate the founding group's capacity to implement the school as planned in the Application.
Public Hearing to Obtain Community Input (July 16–20)**	As provided by the New Mexico Charter Schools Act, the APS School Board will hold Community Input Hearings to allow the local community, including the local school district, the opportunity to provide comments on the application. In addition, the APS School Board will use this opportunity to obtain information from the applicants that may inform the board, prior to taking an actual vote. Please note, the APS School Board expects that founders have a knowledge and understanding of all parts of their submitted application, including budget.
Review Team Recommendation (August 6)**	The Review Team will send its recommendations to the APS School Board and the applicant by close of business on August 6, 2026. The recommendation will be sent by

	email. This recommendation will be one of three possible recommendations: a)to approve, b) approve with conditions, or c) deny the Application.
APS School Board Decision-Making Meeting (3rd week of August)**	The APS School Board will hold a public decision-making meeting to: a) approve, b) approve with conditions, or c) deny the Application. At this meeting, the applicants will have an additional opportunity, prior to the decision, to address the APS School Board and to answer questions from the APS School Board members.

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

Glossary of Terms Relevant to the Application

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

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

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

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

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

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

may be revised yearly.

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

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

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

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

Cohort 1: Students who begin their 9th grade year enrolled at the school and remain for the entirety of their high school career.
Cohort 2: Students who enrolled for less than their full high school career but are defined as part of a graduation cohort established by their enrollment into 9th grade.

2.a Did the school meet its mission-specific indicator(s)?
Exceeds Standard: **The school surpasses the targets of this indicator if the following rates are met for each cohort: Cohort 1. 95% or more of Cohort 1 students graduate AND** **Cohort 2. 95% or more of Cohort 2 students graduate, OR if it is less than 95%, there is an increase of 5 percentage points from the average of the previous three years for Cohort 2 students.**
Meets Standard: **The school surpasses the targets of this indicator if the following rates are met for each cohort: Cohort 1. 90% or more of Cohort 1 students graduate AND** **Cohort 2. 90% or more of Cohort 2 students graduate, OR if it is less than 90%, there is an increase of 5 percentage points from the average of the previous three years for Cohort 2 students.**

Does Not Meet Standard: **The school does not surpass the targets of this indicator if the following rates are met for each cohort: Cohort 1. 80% or more of Cohort 1 students graduate AND** **Cohort 2. 80% or more of Cohort 2 students graduate, OR if it is less than 80%, there is an increase of 5 percentage points from the average of the previous three years for Cohort 2 students.**
Falls Far Below Standard: **The school falls far below the standard if it fails to meet any of the standards set forth above.**

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

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

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

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

New Mexico Measures of Student Success and Achievement (NM-MSSA)*:* NM-MSSA is the summative assessment in mathematics and English language arts (ELA) for students in grades 3–8 aligned to the New Mexico Common Core State Standards (NMCCSS) for math and language arts**.**

Partnership: A partner organization is essential to the existence of the charter school and, without which, the school's mission cannot be accomplished. A "partnership" contemplates a formal relationship, rather than an informal or tangential agreement to provide ancillary support to particular school programs. A partner organization will be an entity that is committing funds or other resources to support the school's operation and long term existence. If the school's plan

contemplates reliance on a partner, the applicant should provide evidence (draft contract, memorandum of understanding, or other document that evidences the commitment) that the proposed partner is willing to commit to that relationship on the condition the charter school is approved. A partner is **not** a major curriculum provider or other vendor who may be key but replaceable through a substitute entity.

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

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

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

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

Scope and Sequence: A scope and sequence should include the following components:
• Grade levels, grade spans, age spans, or other sequence
• The knowledge, content standards/areas or organizing themes within the grades levels, grade spans, age spans, or other sequence.
• The time/number of lessons/etc. spent to address specific knowledge, content standards/areas or organizing themes. • Sufficient coverage of all grade level content standards/areas required by the state.

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

• **Specific**. A well-defined goal must be specific, clearly and concisely stated, and easily understood.
Educational goals should be tied to learning standards that specify what students should know and be able to do for each subject or content area and for each grade, age, or other grouping level.

• **Measurable.** A goal should be tied to measurable results to be achieved. Measurement is then simply an assessment of success or failure in achieving the goal.

• **Attainable.** A goal should be attainable and realistic.

• **Rigorous.** A goal should be challenging, based on current or expected performance.

• **Time-Specific with Target Dates.** A well-conceived goal should specify a timeframe or target date for achievement.

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

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

Understanding the State's A–F Grading System can support you in the development of your school goals, as it is one component of your school's annual evaluation.

B. Executive Summary

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

- Your proposed school's name and a description of the charter school's projected students, including key demographic data (academic performance, home languages, special populations), based on the local community or the school district in whose geographic boundaries the charter school applies to operate
- Where the charter school's projected students are most likely being educated currently and why they are expected to choose the proposed charter school for their future educational needs
- Evidence that there is a community need for a school of this nature in the local community or the school district in whose geographic boundaries the charter school applies to operate. Note: NMSA 1978 § 22-8B-6(L)(5) provides, "[a] chartering authority may approve, approve with conditions or deny an application. A chartering authority may deny an application if the application is otherwise contrary to the best interests of the charter school's projected students, the local community or the school district in whose geographic boundaries the charter school applies to operate." Evidence of community need is required. Specific data and evidence is required in the application itself. Therefore, specific statistical information does not need to be provided here.
- The significant innovative and unique programmatic features the school will implement to accomplish its mission (non-traditional school year, longer school day, partner organizations, etc.)
- How the school will fulfill the economic needs of Albuquerque
- How the school will support increased access to choice in Albuquerque
- The founders of the proposed school, their background, and expertise

Executive Summary

Andalusia Natural Sciences Academy (ANSA)

Andalusia Natural Sciences Academy (ANSA) is a proposed public charter high school designed to provide Albuquerque students with an innovative, rigorous, and culturally responsive educational experience that prepares them for success in college, careers, and civic life. ANSA combines project-based learning, STEM education, artificial intelligence literacy, multilingual opportunities, career pathways, and meaningful engagement with New Mexico's rich cultural and historical heritage to create a distinctive educational model that is not currently available in Albuquerque's public school landscape.

The mission of Andalusia Natural Sciences Academy is to empower Albuquerque's diverse high school students through a rigorous, inclusive educational experience that emphasizes project-based learning in science and the humanities. The school seeks to cultivate critical thinkers, compassionate leaders, and lifelong learners with a deep awareness of New Mexico's rich historical heritage. Through academic excellence, innovation, and community engagement, ANSA will prepare students to contribute meaningfully to their communities and succeed in college, careers, and beyond.

ANSA will initially open serving grades 9 and 10 with approximately 100 students and will gradually expand to grades 9–12, reaching approximately 400–500 students at full enrollment. The school is designed to serve a diverse student population reflective of Albuquerque's demographics, including multilingual learners, students with disabilities, gifted students, economically disadvantaged students, and students seeking a more engaging and personalized educational experience.

The school's educational model emerged from extensive community outreach, surveys, focus groups, and stakeholder engagement activities. Families consistently expressed interest in a school that offers rigorous academics, project-based learning, stronger career preparation, STEM opportunities, meaningful cultural relevance, and greater student engagement. Community members also helped shape the school's focus by recommending the integration of artificial intelligence, emerging technologies, and culturally relevant topics related to New Mexico's history and heritage.

One of ANSA's most distinctive features is its interdisciplinary project-based learning model. Students will investigate authentic problems, conduct research, collaborate with peers, create products, and present solutions to real audiences. Through these experiences, students will develop critical thinking, communication, collaboration, creativity, and problem-solving skills while mastering state academic standards.

ANSA also responds directly to workforce trends and future economic needs. Students will engage with artificial intelligence, data literacy, engineering, renewable energy, healthcare, communication, entrepreneurship, and emerging technologies through interdisciplinary projects and career pathways. These experiences are designed to prepare students for success in both higher education and rapidly evolving workforce sectors that are increasingly important to Albuquerque's economy.

The school further distinguishes itself through its commitment to multilingualism and global literacy. ANSA intends to offer Arabic language instruction, making it one of the few public schools in New Mexico and potentially the only public high school in Albuquerque to provide Arabic language opportunities. Students will also engage in a balanced and academically rigorous exploration of world civilizations, including the historical contributions of Middle Eastern, North African, Indigenous, Hispanic, and other cultures that have shaped human civilization.

ANSA's curriculum also places significant emphasis on New Mexico's unique cultural heritage. Students will investigate local environmental challenges, renewable energy solutions, architecture, water resources, cultural traditions, economic development, and public health through community-connected projects. This focus helps students understand the relationship between their education and the communities in which they live while fostering civic engagement and leadership.

Community support for ANSA has been substantial. During an informational session conducted at the Islamic Center of New Mexico, approximately 90 percent of survey respondents indicated support for the school and stated they would consider enrolling their children if the school were authorized. Additional focus groups involving parents, educators, business professionals, and community members consistently identified strong

interest in ANSA's emphasis on project-based learning, career readiness, STEM education, Arabic language instruction, New Mexico history and culture, and interactive instructional approaches. More than thirty families specifically indicated they would seriously consider enrolling their children because of these unique program features.

Founding Team and Leadership Capacity

ANSA is guided by a highly qualified founding team whose collective expertise spans education, school leadership, STEM disciplines, higher education, engineering, business, workforce development, student support services, and community engagement.

Dr. Radi Abouelhassan – Founder and Proposed Head Administrator

Dr. Radi Abouelhassan is the founder and proposed Head Administrator of ANSA. He holds a Ph.D. in TESOL from the University of New Mexico and brings more than two decades of experience in K–12 education, higher education, curriculum development, instructional leadership, teacher training, and educational research. His work has focused on cognition, cognitive load theory, literacy development, multilingual education, project-based learning, and instructional improvement. Dr. Abouelhassan's educational vision serves as the foundation of ANSA's instructional model and mission.

Kristoffer C. Smith – Founding Governing Board Member

Kristoffer Smith brings more than twenty years of experience in Albuquerque Public Schools and over fifteen years of experience in special education, student support services, behavioral intervention programs, and career readiness initiatives. A licensed Level III Administrator and Level III Special Education Instructional Leader, Mr. Smith contributes expertise in trauma-informed education, restorative practices, attendance intervention, student support systems, and educational leadership. His experience ensures that ANSA's educational model remains inclusive, equitable, and responsive to the needs of all learners.

Dr. Ali Abouismail – Founding Governing Board Member

Dr. Ali Abouismail is a scientist, researcher, and educator with expertise in biology, microbiology, laboratory sciences, quality assurance, and scientific research. His experience in higher education and scientific inquiry strengthens ANSA's STEM programming and supports the development of rigorous science learning experiences that emphasize research, experimentation, and critical thinking.

Dr. Mohammad Yousuf – Founding Governing Board Member

Dr. Mohammad Yousuf is an Associate Professor at the University of New Mexico whose expertise includes communication, journalism, artificial intelligence, data science, computational analysis, and digital literacy. His experience developing innovative academic programs and conducting interdisciplinary research supports ANSA's commitment to preparing students for a technology-driven future and integrating artificial intelligence and digital literacy throughout the curriculum.

Numair Latif – Founding Governing Board Member

Numair Latif is an engineer, educator, and renewable energy specialist with extensive experience in sustainability, environmental science, workforce development, and STEM education. As founder of RESco Engineers LLC and former Executive Director of the Southwest Rural and Indigenous Renewable Resource Center, he brings valuable expertise in engineering, renewable energy, community partnerships, and project-based STEM learning. His work supports ANSA's commitment to environmental stewardship, innovation, and workforce preparation.

Freddie Yassin – Founding Governing Board Member

Freddie Yassin is an experienced business and insurance professional who holds a degree in Economics with a minor in Business from the University of New Mexico. Through his leadership in the insurance industry and extensive experience in customer relations, financial planning, and business operations, he contributes expertise in financial literacy, workforce readiness, organizational management, and community engagement. His perspective strengthens ANSA's commitment to preparing students for successful transitions into college, careers, and adult life.

Ghaith Eddin Ibrahim – Founding Governing Board Member

Ghaith Eddin Ibrahim is a University of New Mexico Nuclear Engineering student whose experiences include STEM education, robotics coaching, educational technology, mental health support services, and youth mentorship. His work as a Mental Health Technician at UNM Hospital and as a Community Support Worker has strengthened his understanding of student wellness, social-emotional development, and supportive learning environments. His expertise in robotics, engineering, and technology supports ANSA's focus on innovation and future-ready learning.

Conclusion

Andalusia Natural Sciences Academy represents an innovative and community-driven response to the educational needs of Albuquerque students and families. Through rigorous academics, project-based learning, artificial intelligence literacy, STEM education, multilingual opportunities, career pathways, and meaningful engagement with New Mexico's rich cultural heritage, ANSA will provide students with the knowledge, skills, and experiences necessary to thrive in college, careers, and civic life. Supported by a highly qualified founding team and informed by extensive community engagement, ANSA offers a compelling vision for expanding educational opportunity and strengthening public education in Albuquerque.

Cover Sheet and Enrollment

Projection Name of Proposed School: Andalusia Natural Sciences

Academy

School Address (if known): N/A

Primary Contact Person: Radi Abouelhassan
Street/PO Box, City, State, Zip Code
Mailing Address: 1434 Adams St NE, Albuquerque, NM 87110
Phone: 5053024048 **Email Address:** radiunm@gmail.com

Fax: N/A

Founder (if different from above): N/A **Mailing Address:** N/A
Street/PO Box, City, State, Zip Code

Phone: N/A **Email Address:** N/A

Fax: N/A

Primary Contact for Facilities Planning: Radi Abouelhassan

e **Phone Number:** 5053024048 **Email:** radiunm@gmail.com

Name of Proposed Principal Candidate: Radi Abouelhassan **Current Employment:**

Resource Teacher, Albuquerque Public Schools

Phone: 5053024048

Email: radiunm@gmail.com

Names, roles, and current employment of all persons on applicant team

(you may add lines as needed)

Full Name	Current Job & Employer	Position with Proposed School
Radi Abouelhassan	Resource Teacher, Albuquerque Public Schools	Founder and Head, and Proposed Head Administrator
Kristoffer C. Smith	Teacher, MLSS, Albuquerque Public Schools	Board Member
Dr. Mohammad Yousuf	Associate Professor, UNM	Board Member
Dr. Ali Abouismail	Research Assistant, UNM	Board Member
Ghaith Eddin Ibrahim	Medical Technician, UNMH	Board Member
Numair Latif	Project Teacher, Siembra Charter School	Board Member

Does this applicant team have charter school applications under consideration with any other authorizer(s) in the United States? No

If yes, complete the table below, adding lines as needed.

State	Authorizer	Proposed School Name	Application Due Date	Decision Date

Provide school opening information.

**Geographic community may be specific as in neighborhood or general as in district or zone*

Opening Year	New Start or Phase-in/Takeover	*Geographic Community	Opening Grades	Grade Levels at Full Enrollment

Does the school intend to contract with a third party education service provider (ESP) to manage the educational program and operations of the school but not hold the charter directly? No

If yes, identify the ESP or other partner organization: Enter Text Here

Does the school intend to partner or be affiliated with an existing or planned charter management organization (CMO) through which a single governing board governs or will govern multiple schools? No

If yes, identify the CMO or other partner organization: Enter Text Here

Enrollment Summary. Complete the following table, removing any rows for grades the school will not serve.

Number of Students					
Grade Level	**Year 1 2027**	**Year 2 2028**	**Year 3 2029**	**Year 4 2030**	**At Capacity 2030**
Pre-K					
K					
1					
2					
3					
4					
5					
6					
7					
8					
9	60	60	40	100	100
10	20	60	60	100	100
11		50	60	100	100
12			50	100	100

Describe the rationale for the number of students and grade levels served in year one and the basis for the growth plan illustrated above:

ANSA's enrollment projections are based on a deliberate growth strategy designed to ensure high-quality implementation of the school's educational model while responding to demonstrated community interest and maintaining financial sustainability.

ANSA will open in Year 1 serving grades 9 and 10 with a total enrollment of 80 students (60 ninth-grade students and 20 tenth-grade students). Beginning with a smaller enrollment allows the school to establish its culture, instructional systems, project-based learning framework, assessment practices, and student support structures before expanding. This phased approach is particularly important given ANSA's unique educational model, which integrates STEAM education, interdisciplinary project-based learning, responsible artificial intelligence literacy, multilingual opportunities, and the exploration of New Mexico's cultural heritage and the legacy of Al-Andalus.

The Year 1 enrollment also reflects the expectation that most students will enter at the ninth-grade level, while a smaller number of tenth-grade students may choose to transfer into the school after learning about ANSA's distinctive program. Starting with a larger ninth-grade cohort supports the development of a stable student body that can remain with the school through graduation.

Enrollment is projected to increase to 170 students in Year 2 as the school expands to include grade 11. The addition of grade 11 allows ANSA to continue serving the founding cohort while also enrolling a new ninth-grade class and additional transfer students. This growth is supported by the school's increasing visibility within the community and ongoing outreach efforts.

By Year 3, enrollment is projected to reach 210 students as grade 12 is added and the school becomes a fully operational high school. Enrollment growth during the first three years reflects both the addition of grade levels and the anticipated retention of students who entered in earlier years.

Years 4 and 5 represent the school's planned enrollment capacity of approximately 400 students. At full implementation, ANSA anticipates enrolling approximately 100 students per grade level in grades 9 through 12. This enrollment level is large enough to provide a comprehensive educational program while remaining small enough to preserve the personalized learning environment that is central to the school's mission.

The projected enrollment capacity supports ANSA's commitment to:

- Small learning communities and strong student-adult relationships;
- Effective implementation of project-based learning and interdisciplinary instruction;
- Individualized support for multilingual learners, students with disabilities, and students requiring academic intervention;
- Meaningful participation in exhibitions, presentations, and community-based learning experiences;
- Consistent integration of STEAM education, responsible AI literacy, and heritage-based learning.

Enrollment projections are further supported by community outreach activities conducted during the charter development process. Information sessions, focus groups, and stakeholder meetings demonstrated significant interest in a high school that combines rigorous academics with project-based learning, multilingual opportunities, responsible use of artificial intelligence, and a curriculum that highlights New Mexico's cultural heritage and the scientific and cultural contributions of Al-Andalus. Feedback from families consistently indicated interest in a school that offers a more engaging, culturally relevant, and future-focused educational experience.

The proposed enrollment growth is intentionally gradual, allowing ANSA to maintain program quality, recruit and train highly qualified staff, refine curriculum and instructional practices, and ensure that facilities and resources expand appropriately as the school grows. As a result, the enrollment projections are both ambitious and realistic and are aligned with the school's mission, educational model, staffing plan, and long-term sustainability goals.

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.

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	• 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

Does Not Meet the Criteria	• 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:
	  ○ 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 more than three responses may be evaluated as "Does Not Meet" in any one section of the application;

I. Academic Framework

A. Mission.

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

A. 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. (No More than 1 Page)

Expectations
A complete response must ● Identify the student outcomes the proposed school seeks to accomplish; ● Describe how it will achieve the identified student outcomes (inputs/program); and ● Identify how achievement of the proposed outcomes will be met through the innovative and unique program.

APPLICANT RESPONSE: The mission of Andalusia Natural Sciences Academy (ANSA) is to provide a rigorous, standards-aligned high school program that prepares Albuquerque's diverse student population for college, careers, and civic engagement through project-based learning in science, technology, engineering, arts, and the humanities. ANSA is committed to ensuring equitable access to high-quality instruction by integrating culturally and linguistically responsive practices that reflect New Mexico's diverse communities and historical heritage. Through interdisciplinary learning experiences, students will develop critical thinking, problem-solving, and collaboration skills, while demonstrating academic growth and readiness for postsecondary success.

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 demonstrate the proposed school's ability to implement the proposed school's mission;

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. 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**.

Expectations
A complete response must ● 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: ○ 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.

Goal/Indicator related to School's Mission 1

Academic Achievement Goal 1: English Language Arts and Mathematics Growth
Goal Statement
By the end of Year 4, at least 70% of ANSA students who are continuously enrolled for a full academic year will demonstrate growth in proficiency in English Language Arts and Mathematics, as measured by the New Mexico state assessment, by advancing at least one performance level from the previous year or maintaining performance at the Proficient or Advanced level.

Annual Targets

School Year	Target
Year 1	55% or more of students meet the goal
Year 2	60% or more of students meet the goal
Year 3	65% or more of students meet the goal
Year 4	70% or more of students meet the goal

Rating Categories
Year 1 Target: 55%

Rating Category	Performance
Exceeds Standards	60% or more of students meet the goal
Meets Standards	55%–59.9% of students meet the goal
Does Not Meet Standards	45%–54.9% of students meet the goal
Falls Far Below Standards	Less than 45% of students meet the goal

Year 2 Target: 60%

Rating Category	Performance
Exceeds Standards	65% or more of students meet the goal
Meets Standards	60%–64.9% of students meet the goal
Does Not Meet Standards	50%–59.9% of students meet the goal
Falls Far Below Standards	Less than 50%

Year 3 Target: 65%

Rating Category	Performance
Exceeds Standards	70% or more of students meet the goal
Meets Standards	65%–69.9%
Does Not Meet Standards	55%–64.9%
Falls Far Below Standards	Less than 55%

Year 4 Target: 70%

Rating Category	Performance
Exceeds Standards	75% or more of students meet the goal
Meets Standards	70%–74.9% of students meet the goal
Does Not Meet Standards	60%–69.9% of students meet the goal
Falls Far Below Standards	Less than 60% of students meet the goal

Measures and Metrics

Measure: New Mexico State Assessment in English Language Arts and Mathematics.
Metric: Percentage of continuously enrolled students who either:
Increase by at least one proficiency level from the previous year; or
Maintain performance at the Proficient or Advanced level.

Why the Goal is Rigorous

This goal is rigorous because it focuses on student growth rather than simple participation or completion. Students are expected to demonstrate measurable academic improvement on state assessments or sustain performance at high achievement levels. The target increases annually, requiring the school to continuously improve instructional effectiveness and student outcomes. Reaching 70% by Year 4 would exceed performance levels commonly observed among many historically underserved student populations and would demonstrate meaningful academic progress.

Why the Goal is Attainable

This goal is attainable because ANSA's educational model combines evidence-based instructional practices with a culturally relevant curriculum designed to increase student engagement and academic achievement. Students will benefit from extended learning time, small class sizes, project-based learning, individualized academic supports, data-driven instruction, and targeted intervention opportunities.

In addition, ANSA's emphasis on New Mexico's diverse cultural heritage, including Indigenous, Hispanic, Arabic, and other global influences, helps make learning more meaningful and accessible to students. Research demonstrates that students are more likely to engage in learning when they see their identities, histories, and communities reflected in the curriculum. By connecting academic content to students' cultural backgrounds, local history, and lived experiences, ANSA seeks to increase student motivation, strengthen school connectedness, and promote deeper learning.

The school's interdisciplinary projects will allow students to explore science, mathematics, history, language, and the arts through culturally relevant themes that highlight New Mexico's rich heritage and its connections to the wider world. This approach supports greater student participation, persistence, and ownership of learning, which are critical factors in improving academic outcomes.

The gradual progression from 55% in Year 1 to 70% in Year 4 provides sufficient time for staff to fully implement instructional systems, analyze student performance data, refine interventions, and continuously improve teaching practices. Together, these supports make the goal ambitious yet achievable for a new charter school committed to academic excellence and meaningful student engagement.

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Goal/Indicator related to School's Mission 2

Student Engagement, Project-Based Learning, and Applied Learning Goal

Goal Statement

By the end of Year 3, at least 90% of students will demonstrate proficiency in critical thinking, collaboration, problem-solving, communication, and responsible AI use through interdisciplinary projects that connect STEAM disciplines with New Mexico's cultural heritage and the scientific and cultural legacy of Al-Andalus, as measured by ANSA's Project-Based Learning and Applied Learning Rubric.

Annual Targets

School Year	Target
Year 1	80% of students will demonstrate proficiency in critical thinking, collaboration, problem-solving, communication, and responsible AI use
Year 2	85% of students will demonstrate proficiency in critical thinking, collaboration, problem-solving, communication, and responsible AI use
Year 3	90% of students will demonstrate proficiency in critical thinking, collaboration, problem-solving, communication, and responsible AI use

Measures and Metrics

Measure:

ANSA Project-Based Learning and Applied Learning Rubric.

Metric:

Percentage of students earning a rating of Proficient or Advanced on the rubric domains of:

- Critical Thinking
- Collaboration
- Communication
- Problem-Solving
- Responsible Use of Artificial Intelligence

Student performance will be measured through interdisciplinary projects that integrate STEAM content, New Mexico cultural heritage, and the historical contributions of Al-Andalus to science, mathematics, engineering, architecture, and the arts.

Rating Categories

Year 1 Target: 80%

Rating Category	Performance
Exceeds Standards	90% or more of students score Proficient or Advanced
Meets Standards	80%–89.9% of students score Proficient or Advanced
Does Not Meet Standards	70%–79.9% of students score Proficient or Advanced
Falls Far Below Standards	Less than 70% of students score Proficient or Advanced

Year 2 Target: 85%

Rating Category	Performance
Exceeds Standards	95% or more of students score Proficient or Advanced
Meets Standards	85%–94.9% of students score Proficient or Advanced
Does Not Meet Standards	75%–84.9% of students score Proficient or Advanced
Falls Far Below Standards	Less than 75% of students score Proficient or Advanced

Year 3 Target: 90%

Rating Category	Performance
Exceeds Standards	95% or more of students score Proficient or Advanced
Meets Standards	90%–94.9% of students score Proficient or Advanced
Does Not Meet Standards	80%–89.9% of students score Proficient or Advanced
Falls Far Below Standards	Less than 80% of students score Proficient or Advanced

Why the Goal is Rigorous

This goal is rigorous because it measures mastery of higher-order skills that are essential for success in college, careers, and civic life. Rather than focusing on participation or completion of projects,

the goal requires students to demonstrate proficiency in critical thinking, collaboration, communication, problem-solving, and responsible AI use through authentic performance-based assessments.

The goal is further strengthened by requiring students to apply these skills within interdisciplinary projects that integrate STEAM disciplines with New Mexico's cultural heritage and the scientific and cultural achievements of Al-Andalus. Students must synthesize knowledge across multiple disciplines, conduct research, evaluate evidence, solve real-world problems, and communicate their findings to authentic audiences. Achieving a 90% proficiency rate by Year 3 represents a high level of student performance and reflects the school's commitment to academic excellence and meaningful application of learning.

Why the Goal is Attainable

This goal is attainable because project-based learning is a core component of ANSA's educational model and is intentionally supported through curriculum design, teacher professional development, and ongoing assessment practices. Students will engage in multiple interdisciplinary projects each year that provide repeated opportunities to develop and demonstrate the targeted skills.

In addition, ANSA's focus on New Mexico's rich cultural heritage, and the legacy of Al-Andalus makes learning more relevant, engaging, and accessible. By connecting academic content to students' identities, communities, and historical experiences, the school increases student motivation, participation, and ownership of learning. Students are more likely to persist in challenging academic tasks when they see the relevance of their learning and recognize their cultural histories as valuable sources of knowledge and innovation.

The school's emphasis on responsible AI use, STEAM learning, and real-world problem-solving further supports student success by equipping students with contemporary tools and skills while maintaining high expectations for critical thinking and ethical decision-making. Together, these supports make the goal ambitious yet achievable for a growing charter school committed to preparing students for success in college, careers, and community leadership.

Goal/Indicator related to School's Mission 3

Goal 3: Digital Literacy, Responsible Artificial Intelligence, and Innovation

By the end of Year 3, at least 85% of students will earn a rating of Proficient or Advanced on ANSA's Digital Literacy, Responsible AI, and Innovation Rubric. Students will demonstrate proficiency by:

- Conducting and evaluating research using credible digital sources;
- Using artificial intelligence tools responsibly and ethically;
- Verifying and critically evaluating AI-generated information;
- Applying technology and AI to solve authentic problems;
- Creating and communicating original products and solutions using digital tools.

Students will demonstrate these competencies through interdisciplinary project-based learning experiences that integrate STEAM disciplines, New Mexico's cultural heritage, and the scientific, mathematical, engineering, and cultural contributions of Al-Andalus.

Annual Targets:

School Year	Target
Year 1	75% of students will earn a rating of Proficient or Advanced on ANSA's Digital Literacy, Responsible AI, and Innovation Rubric.
Year 2	80% of students will earn a rating of Proficient or Advanced on ANSA's Digital Literacy, Responsible AI, and Innovation Rubric.
Year 3	85% of students will earn a rating of Proficient or Advanced on ANSA's Digital Literacy, Responsible AI, and Innovation Rubric.

Measures, Metrics, Rating Categories, Rigor, and Attainability

Measure

ANSA Digital Literacy, Responsible AI, and Innovation Rubric.

Metric

The percentage of students earning a rating of **Proficient** or **Advanced** on ANSA's Digital Literacy, Responsible AI, and Innovation Rubric.

Students will be assessed on their ability to:

- Conduct and evaluate research using credible digital sources;
- Use artificial intelligence tools responsibly and ethically;
- Verify and critically evaluate AI-generated information;
- Apply technology and AI to solve authentic problems;
- Create and communicate original products and solutions using digital tools.

Students will demonstrate these competencies through interdisciplinary project-based learning experiences that integrate STEAM disciplines, New Mexico's cultural heritage, and the scientific, mathematical, engineering, and cultural contributions of Al-Andalus.

Annual Targets

School Year	Target
Year 1	75% of students will earn a rating of Proficient or Advanced on ANSA's Digital Literacy, Responsible AI, and Innovation Rubric
Year 2	80% of students will earn a rating of Proficient or Advanced on ANSA's Digital Literacy, Responsible AI, and Innovation Rubric

Year 3	85% of students will earn a rating of Proficient or Advanced on ANSA's Digital Literacy, Responsible AI, and Innovation Rubric

Rating Categories

Year 1 Target: 75%

Rating Category	Percentage of Students Demonstrating Proficiency
Exceeds Standards	85% or higher of students will earn a rating of Proficient or Advanced on ANSA's Digital Literacy, Responsible AI, and Innovation Rubric
Meets Standards	75%–84.9% of students will earn a rating of Proficient or Advanced on ANSA's Digital Literacy, Responsible AI, and Innovation Rubric
Does Not Meet Standards	65%–74.9% of students will earn a rating of Proficient or Advanced on ANSA's Digital Literacy, Responsible AI, and Innovation Rubric
Falls Far Below Standards	Below 65% of students will earn a rating of Proficient or Advanced on ANSA's Digital Literacy, Responsible AI, and Innovation Rubric

Year 2 Target: 80%

Rating Category	Percentage of Students Demonstrating Proficiency
Exceeds Standards	90% or higher
Meets Standards	80%–89.9%
Does Not Meet Standards	70%–79.9%
Falls Far Below Standards	Below 70%

Year 3 Target: 85%

Rating Category	Percentage of Students Demonstrating Proficiency
Exceeds Standards	95% or higher
Meets Standards	85%–94.9%
Does Not Meet Standards	75%–84.9%
Falls Far Below Standards	Below 75%

Why the Goal is Rigorous

This goal is rigorous because it requires students to demonstrate mastery of advanced competencies that extend beyond basic technology use. Students must evaluate the credibility of information, recognize bias and misinformation, use artificial intelligence ethically, solve authentic problems, and create original products that demonstrate innovation and critical thinking. These skills are assessed through performance-based projects rather than traditional completion-based measures. The goal is further strengthened by requiring students to apply these competencies within interdisciplinary projects that integrate STEAM content, cultural heritage, and real-world challenges. Students must synthesize knowledge across multiple disciplines and demonstrate the ability to transfer learning to authentic contexts. Achieving an 85% proficiency rate by Year 3 represents a high expectation for student performance and readiness for college, careers, and civic engagement.

Why the Goal is Attainable

This goal is attainable because digital literacy, responsible AI use, and innovation are embedded throughout ANSA's educational model. Students will engage in multiple interdisciplinary projects each year that provide repeated opportunities to practice, receive feedback, revise their work, and demonstrate mastery of these competencies.

ANSA's focus on New Mexico's cultural heritage, and the scientific and cultural legacy of Al-Andalus provides meaningful and engaging contexts for learning. Students will explore how historical advances in mathematics, engineering, astronomy, medicine, architecture, agriculture, and

scholarship continue to influence modern society and emerging technologies. By connecting contemporary innovation and artificial intelligence to a rich tradition of scientific inquiry and cultural exchange, students develop a stronger sense of purpose, belonging, and engagement in their learning.

In addition, ANSA's project-based learning model, STEAM integration, structured AI literacy instruction, and ongoing teacher professional development ensure that students receive the support necessary to meet increasingly challenging expectations. Together, these elements make the goal ambitious while remaining achievable.

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 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 Office of Innovation and School Choice requires one semester's curriculum to be fully completed by the charter school during the planning year before commencement of operations is approved. (No more than 10 pages)

A complete response must

- 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 State Standards (CCSS), New Mexico Content Standards and NM STEM Ready! Science Standards;
- Identify information that demonstrates how the curriculum will align with the proposed school's mission; and
- Include a reasonable (as based on the professional judgment of experienced educators) timeline and plan for the development of the entire proposed curriculum—including scope and sequence, unit plans, daily lesson plans, project plans and rubrics, and unit and course assessments.
- The timeline must identify the following:
    - responsible staff
    - action steps
    - deadlines
- The timeline must include specific action steps that will ensure alignment with the CCSS, NM Content Standards,

NM STEM Ready! 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.

APPLICANT RESPONSE:

Andalusia Natural Sciences Academy (ANSA) will implement a standards-aligned, project-based educational program for high school students in grades 9–12 that integrates science, technology, engineering, arts, mathematics, humanities, world languages, and culturally grounded inquiry. The program is designed to prepare students for college, careers, and civic participation through rigorous interdisciplinary learning that connects academic content to New Mexico's cultural and historical contexts.

The school's curriculum will be grounded in Project-Based Learning (PBL) as the core instructional model, supported by integrated STEAM instruction, culturally and linguistically responsive pedagogy, Universal Design for Learning (UDL), and WIDA-aligned language development practices. Students will engage in extended, research-driven projects that require them to read complex texts, write analytically, apply mathematical reasoning, conduct scientific investigation, analyze primary sources, and create public products. This model aligns directly to the school's mission of providing a rigorous, inclusive, and relevant education that develops critical thinkers, problem-solvers, and engaged community members.

A distinctive feature of ANSA's educational program is its focus on the relationship between New Mexico history, architecture, science, and cross-cultural exchange, including the historical transmission of Moorish influences through Spain into the built environment and artistic traditions of New Mexico. Students will study these connections through projects that combine history, geography, language, design, mathematics, and engineering. The school will also integrate generative artificial intelligence tools as structured academic tools for design, modeling, and analysis, including the creation of replicas and models of architectural patterns and structures in Spain and New Mexico. This approach supports both innovation and academic relevance.

The proposed curriculum is grounded in a strong body of research supporting project-based and interdisciplinary learning, particularly for diverse and underserved student populations. Research on PBL indicates that when students engage in authentic, sustained inquiry around meaningful problems, they demonstrate stronger motivation, deeper conceptual understanding, improved retention of academic content, and stronger collaboration and problem-solving skills. PBL is particularly effective when projects are

standards-aligned, include explicit instruction, and culminate in authentic products and presentations. For ANSA's target population, this is important because students benefit from opportunities to connect learning to real-world contexts, cultural knowledge, and future goals.

Research also supports culturally responsive teaching as an effective approach for increasing engagement and academic achievement among students from historically underserved communities. When the curriculum reflects students' histories, languages, identities, and communities, students are more likely to experience belonging, stronger participation, and higher levels of academic investment. ANSA's emphasis on New Mexico's multicultural heritage, multilingualism, and community-connected projects is consistent with this research base.

In addition, integrated STEAM instruction has been shown to strengthen transfer of learning by helping students apply mathematical, scientific, and engineering concepts in meaningful design contexts. This is especially relevant to ANSA's focus on architecture, modeling, design, and field-based learning. The proposed program also reflects research on deeper learning, which emphasizes mastery of core content, critical thinking, communication, collaboration, and self-directed learning.

For multilingual learners and students with disabilities, the curriculum will draw on evidence-based practices including:

- explicit language objectives integrated into content instruction,
- sheltered and scaffolded academic discourse,
- multiple means of engagement, representation, and expression through UDL,
- project structures that allow students to demonstrate learning in multiple ways,
- and frequent formative assessment to monitor and support growth.

ANSA's curriculum will include all required high school content areas and graduation requirements while organizing learning around interdisciplinary themes and projects.

Core Curriculum Areas

Students will complete coursework in:

- English Language Arts
- Mathematics
- Science
- Social Studies/ New Mexico History/ World History/ History of the Middle East and North Africa.
- Spanish
- Arabic electives and dual credit opportunities
- Fine Arts / design-integrated arts experiences
- Technology / digital literacy / AI-supported design
- Advisory / college and career readiness

Instructional Design

Each year, students will engage in:

- standards-aligned core courses,
- interdisciplinary project cycles,
- portfolio development,
- public exhibitions of learning,
- field-based and community-connected learning experiences,
- and reflection and goal-setting activities.

Projects will be built around essential questions such as:

- How does architecture reflect cultural exchange and scientific knowledge?
- How have geography, migration, and colonization shaped New Mexico's identity?
- How can mathematical design and engineering principles help us understand historic structures?
- How can digital tools, including generative AI, help students model and interpret historical and scientific concepts?

Coursework will integrate:

- primary source analysis,
- technical reading and academic writing,
- research methods,
- lab-based inquiry,
- modeling and design,
- presentations and exhibitions,
- and collaborative problem-solving.

Alignment to New Mexico Standards and Mission

ANSA's curriculum will align to the New Mexico Common Core State Standards and New Mexico Content Standards through a backward-design process in which standards determine course outcomes, unit goals, assessments, and project expectations. Each course will include a clear scope and sequence aligned to state standards, and each project will identify the specific standards addressed through instruction and performance tasks.

Alignment to CCSS and NM Content Standards

The curriculum will align to:

- CCSS / NM standards for English Language Arts through close reading, argument writing, research, speaking, listening, and literacy across disciplines.
- CCSS / NM standards for Mathematics through modeling, algebraic reasoning, geometry, statistics, and mathematical practices embedded in real-world design and engineering problems.
- New Mexico science standards / NGSS-aligned practices through inquiry, explanation, modeling, experimentation, and engineering design.

- New Mexico social studies standards through historical inquiry, civics, geography, economics, and analysis of primary and secondary sources.
- World language standards through Spanish and Arabic instruction, with emphasis on communication, interpretation, and cultural understanding.

The curriculum directly reflects the mission by:

- providing rigorous academic instruction through standards-based courses and assessments,
- using project-based learning as the primary instructional framework,
- emphasizing science, humanities, and integrated STEAM learning,
- centering cultural and historical awareness relevant to New Mexico,
- and preparing students for college, careers, and community contribution through real-world application and multilingual opportunities.

Equity and Access for Underserved Populations

ANSA's curriculum is intentionally designed to meet the needs of all students, especially historically underserved populations, including multilingual learners, students with disabilities, economically disadvantaged students, and students who have not thrived in traditional school models.

Equity Commitments in Curriculum Design

1. Universal Design for Learning (UDL)
   All units and lessons will be designed with multiple means of engagement, representation, and expression to ensure accessibility.
2. Culturally and Linguistically Responsive Instruction
   Curriculum materials, discussion protocols, projects, and texts will reflect diverse cultural experiences and support students' home languages as assets.
3. WIDA-Aligned Supports for Multilingual Learners
   Teachers will include language objectives in every content unit and provide scaffolds such as visuals, sentence frames, structured discourse, and bilingual supports where appropriate.
4. Inclusive PBL Structures
   Project-based learning will be designed so all students can participate meaningfully, with differentiated roles, scaffolded tasks, and clear rubrics.
5. Special Education Inclusion
   Curriculum will support co-teaching, accommodations, modified access pathways where appropriate, and progress monitoring aligned to IEP goals.
6. Equitable Access to Technology
   Because ANSA will integrate digital tools and generative AI, the school will ensure students have equitable access to devices, connectivity, and guided instruction in responsible use.

The governing board and school leadership will monitor equitable curriculum implementation through regular review of student achievement, course access, participation in advanced

Student Performance Standards

ANSA will establish clear performance standards across academic content, deeper learning, language development, and college/career readiness.

Academic Performance Standards

Students will be expected to:

- meet or exceed course standards aligned to NM state requirements,
- demonstrate proficiency on unit and course assessments,
- complete projects that show mastery of academic content,
- and present evidence of growth through portfolios and exhibitions.

Deeper Learning Performance Standards

Students will also be expected to demonstrate:

- critical thinking,
- collaboration,
- written and oral communication,
- research and inquiry,
- self-management,
- and problem-solving.

Language Development Standards

Multilingual learners will be expected to make annual progress in English language proficiency, while all students will have opportunities to develop multilingual competence through Spanish and Arabic study.

Technology and Innovation Standards

Students will use technology ethically and effectively to research, design, model, and present learning, including guided use of generative AI tools.

Performance will be measured through:

- standards-based rubrics,
- common formative assessments,
- unit tests and performance tasks,
- exhibitions and presentations,
- portfolios,
- state assessments,
- WIDA ACCESS for multilingual learners,
- and course completion and graduation indicators.

Timeline and Plan for Curriculum Development

ANSA will utilize a structured, phased curriculum development process to ensure that all curriculum components are standards-aligned, mission-aligned, research-based, and ready for implementation prior to the commencement of operations. The Head Administrator will serve as the school's instructional leader and curriculum director and will oversee all curriculum development activities. Teachers will collaborate in the development of units, projects, assessments, lesson plans, and instructional materials. The Governing Board will receive regular updates regarding curriculum development milestones and implementation readiness.

The curriculum development process will ensure alignment with:

- New Mexico Common Core State Standards (CCSS);
- New Mexico Content Standards;
- NM STEM Ready! Science Standards;
- WIDA English Language Development Standards;
- Graduation requirements;
- ANSA's mission, vision, and educational philosophy.

The curriculum will be developed using a backward design process in which standards, desired student outcomes, assessments, and project-based learning experiences drive curriculum development.

Months 1–3 (August–October, Planning Year)

Responsible Staff: Head Administrator

Action Steps:

- Finalize graduation framework, course offerings, and instructional model.
- Complete standards crosswalks aligning CCSS, NM Content Standards, NM STEM Ready! Science Standards, WIDA Standards, and ANSA mission-specific outcomes.
- Identify priority standards and develop standards maps for all Grade 9 and Grade 10 courses.
- Select anchor curricula, instructional resources, core texts, digital tools, and assessment platforms.
- Establish curriculum design templates for scope and sequence documents, unit plans, lesson plans, project plans, assessments, and common rubrics.
- Develop schoolwide expectations for project-based learning, STEAM integration, responsible AI use, multilingual learner supports, and Universal Design for Learning (UDL).

Deliverables:

- Curriculum framework completed.
- Standards alignment matrix completed.
- Curriculum design templates completed.
- Instructional framework finalized.

Months 4–6 (November–January, Planning Year)

Responsible Staff: Head Administrator and Founding Teachers

Action Steps:

- Develop yearlong scope and sequence documents for all Grade 9 and Grade 10 core courses.
- Create interdisciplinary project maps integrating science, mathematics, social studies, language arts, world languages, and design.
- Design projects connecting New Mexico's cultural heritage, architecture, history, and community resources with the scientific, mathematical, engineering, and cultural contributions of Al-Andalus.

- Develop common writing, research, presentation, digital literacy, and project-based learning rubrics.
- Design advisory and college/career readiness curriculum.
- Develop preliminary common formative assessment framework.

Deliverables:

- Grade 9 and Grade 10 scope and sequence completed.
- Interdisciplinary project maps completed.
- Schoolwide rubrics completed.
- Advisory framework completed.

Months 7–8 (February–March, Planning Year)
Responsible Staff: Head Administrator and Founding Teachers
Action Steps:

- Complete first-semester unit plans for all opening-year courses.
- Develop detailed project plans, performance tasks, and common formative assessments.
- Create baseline diagnostic assessments.
- Align curriculum materials with multilingual learner supports and special education accommodations.
- Review all curriculum documents to ensure alignment with state standards and school mission.
- Conduct curriculum quality review using curriculum review protocols.

Deliverables:

- First-semester unit plans completed.
- First-semester project plans completed.
- Common formative assessments completed.
- Diagnostic assessments completed.

Months 9–10 (April–May, Planning Year)
Responsible Staff: Head Administrator and Founding Teachers
Action Steps:

- Complete and finalize all first-semester curriculum materials for Grade 9 and Grade 10 courses.
- Finalize lesson planning expectations and instructional protocols.
- Complete curriculum alignment audit.
- Finalize exhibition, portfolio, and presentation protocols.
- Prepare curriculum implementation handbook and teacher guides.

Deliverables:

- One semester of curriculum fully completed prior to June 1.
- Curriculum implementation handbook completed.
- Standards alignment audit completed.

Month 11-12 (June–July, Planning Year)
Responsible Staff: Head Administrator and Teachers
Action Steps:

- Finalize second-semester unit plans.
- Complete remaining project plans and assessments.
- Train staff on curriculum implementation, project-based learning, assessment systems, UDL, multilingual learner supports, special education accommodations, and responsible AI integration.
- Review implementation readiness.

Deliverables:

- Full Year 1 curriculum completed.

- Professional development completed.
- School ready for implementation.

Year 1 of Operation
Responsible Staff: Head Administrator and Teachers
Action Steps:

- Implement Grade 9 and Grade 10 curriculum.
- Conduct quarterly curriculum reviews.
- Analyze student achievement and engagement data.
- Refine units, projects, assessments, and instructional materials based on evidence of student learning.
- Develop Grade 11 scope and sequence, units, projects, and assessments prior to implementation.

Deliverables:

- Quarterly curriculum review reports.
- Grade 11 curriculum completed before implementation.

Year 2 of Operation
Responsible Staff: Head Administrator and Teachers
Action Steps:

- Implement Grade 11 curriculum.
- Continue curriculum review and refinement.
- Develop Grade 12 coursework, capstone experiences, dual credit alignment, and graduation portfolio requirements.
- Review alignment of curriculum with charter goals and mission-specific outcomes.

Deliverables:

- Grade 12 curriculum completed before implementation.
- Annual curriculum review report.

Year 3 of Operation
Responsible Staff: Head Administrator and Teachers
Action Steps:

- Implement Grade 12 curriculum.
- Conduct full vertical alignment review across grades 9–12.
- Evaluate effectiveness of interdisciplinary projects, STEAM integration, responsible AI literacy instruction, multilingual education, and mission-specific outcomes.
- Revise curriculum based on student achievement, graduation, college readiness, and mission-specific performance data.

Deliverables:

- Fully implemented 9–12 curriculum system.
- Vertical alignment report.
- Curriculum revision plan.

Continuous Improvement Cycle
Beginning in Year 1 and continuing annually, ANSA will maintain a cycle of:

- Curriculum review and revision;
- Standards alignment audits;
- Assessment and student achievement analysis;
- Subgroup performance analysis;
- Project quality review;
- Professional development;
- Community and stakeholder feedback review.

The Head Administrator will ensure that all curriculum revisions continue to align with state standards and ANSA's mission of preparing students for college, careers, and civic participation through project-based learning, STEAM education, responsible use of artificial intelligence, and the exploration of New Mexico's cultural heritage and the scientific and cultural legacy of Al-Andalus.

D. Graduation Requirements.

D. (1) Identify the proposed school's 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 minimums, 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. (No more than 1 page)

A complete response must

- Identify all of the proposed school's graduation requirements, including alternative displays of competency;
- Align to state graduation requirements OR explicitly identify all requirements that vary from state minimum requirements; and
- If there are variances from state minimum requirements explain the following:
    - why the proposed school believes the change is important
    - how the change supports the mission
    - how the change ensures student readiness for college, career, or other post secondary opportunities.

APPLICANT RESPONSE:

ANSA will award a high school diploma upon successful completion of a standards-aligned, credit-based program that meets or exceeds New Mexico Public Education Department (NMPED) graduation requirements, along with additional mission-specific performance expectations (portfolio, exhibitions, capstone). The program is designed to ensure college, career, and civic readiness through rigorous coursework, interdisciplinary projects, multilingual learning, and applied STEAM experiences.

Credit Requirements

Students must earn a minimum of 24 credits:

Content Area	Credits	Notes
English Language Arts	4.0	Standards-aligned literacy across disciplines
Mathematics	4.0	Algebra I, Geometry, Algebra II (or equivalents) + advanced math
Science	3.0	Lab-based; aligned to NM/NGSS practices
Social Studies	3.5	US History, World History/Geography, Government/Economics
Physical Education/Health	1.0	Includes health education
Electives	8.5	Includes world languages, arts/design, technology, Career and Technical Education (CTE)

Additional ANSA Expectations (Mission-Aligned Enhancements):

- World Language: Minimum 2 credits in Spanish or Arabic (counts within electives)
- Portfolio & Exhibition: Annual portfolio reviews and public exhibitions of learning
- Senior Capstone (1 credit embedded): Interdisciplinary project with community connection

These enhancements do not reduce state requirements; they extend them to support ANSA's mission.

Student Performance & Diploma Requirements

To graduate, students must:

1. Earn required credits (24+)
2. Demonstrate proficiency on course standards (passing grades aligned to NM standards)
3. Complete and present annual portfolio artifacts (Grades 9–12)
4. Successfully complete a Senior Capstone Project, including:
    - Research paper or technical report
    - Product/model (e.g., architectural design, AI-supported model)
    - Public presentation/defense using a common rubric
5. Meet college/career readiness indicators (one or more):
    - Dual credit completion (e.g., Spanish/Arabic or core course)
    - Industry credential or internship

- ACT/SAT participation or benchmark progress

Supports for Students Behind on Graduation

ANSA will implement a Multi-Tiered System of Supports (MTSS) to ensure on-time graduation:

Tier 1 (Universal)

- Standards-aligned instruction with PBL + scaffolds (UDL)
- Advisory with credit tracking and goal-setting
- Frequent formative assessment and reteaching cycles

Tier 2 (Targeted)

- Intervention blocks (ELA/Math) during the school day
- Credit recovery via standards-based modules and project-based alternatives
- After-school tutoring and targeted small-group instruction
- Attendance and engagement plans

Tier 3 (Intensive)

- Individual Graduation Plans (IGPs) with case management
- Online/competency-based credit recovery (standards-aligned)
- Coordination with special education/ELD services and family supports

Monitoring: Counselors and leadership teams will review credit accumulation and risk indicators monthly; the board receives quarterly reports disaggregated by subgroup.

Alternative Demonstrations of Competency (ADC)

ANSA will offer standards-aligned ADC options to ensure students can demonstrate mastery through multiple modalities:

ADC Options

- Performance Tasks/Projects: Interdisciplinary PBL products aligned to course standards
- Portfolio Evidence: Curated artifacts demonstrating mastery across standards
- Capstone Components: Research, design, and presentation assessed with common rubrics
- Dual Credit/Industry Credentials: Verified completion as evidence of competency
- Approved Assessments: Local performance-based assessments aligned to NM standards

ADC Policies

- Clear rubrics aligned to NM standards and course outcomes
- Teacher scoring calibration to ensure reliability
- Opportunities for revision and resubmission
- Documentation maintained in student portfolios
- Oversight by an Academic Review Committee (principal, content leads, counselor)

Alignment to State Requirements

- ANSA meets or exceeds all NMPED minimum graduation requirements (24 credits).
- No reduction of required credits or content areas.
- Additional requirements (portfolio, exhibitions, capstone, language expectation) are enhancements within elective structures and course design.

Variances from State Minimums (Enhancements)

ANSA includes the following enhancements beyond minimum requirements:

1. Portfolio & Exhibition Requirement (Grades 9–12)
2. Senior Capstone Project (with public defense)
3. World Language Expectation (2 credits recommended in Spanish or Arabic)

Rationale for Enhancements

- Why important: Research supports that performance-based assessments and portfolios deepen learning, improve retention, and build transferable skills (communication, critical thinking).
- Alignment to mission: Directly reflects ANSA's emphasis on project-based learning, cultural relevance, and interdisciplinary STEAM.
- Postsecondary readiness: Students graduate with demonstrated competencies, public presentation experience, and, where applicable, dual credit or credentials—all linked to college and career success.

Ensuring Readiness for College, Career, and Beyond

ANSA ensures readiness through:

- Standards-aligned coursework + applied projects
- Dual credit pathways (including Spanish/Arabic)
- Internships/field-based learning
- Digital literacy and AI-supported design skills
- Capstone defense demonstrating integrated mastery
- Advisory + counseling for postsecondary planning

Success Indicators (targets by Year 4):

- ≥ 90% graduation rate
- ≥ 80% college/career readiness (dual credit, credentials, or placement)
- Documented portfolio proficiency across all graduates

Governance and Continuous Improvement

- The Governing Board will review quarterly dashboards (credits earned, on-track status, subgroup performance, ADC usage).
- Annual review of graduation outcomes and capstone/portfolio quality.

Required action plans when disparities are identified to ensure equitable outcomes

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. (No more than 3 pages)

A complete response must

- 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.

APPLICANT RESPONSE: Educational Philosophy and Instructional Methods
Andalusia Natural Sciences Academy (ANSA)

ANSA's educational philosophy is grounded in the belief that students learn most effectively when learning is meaningful, intellectually challenging, culturally relevant, and connected to authentic experiences. The school's founders believe that academic achievement, student engagement, belonging, and future readiness are interconnected outcomes rather than separate educational goals. Students are more likely to persist through academic challenges, demonstrate growth, and achieve at high levels when they understand the purpose of their learning and see themselves reflected in the educational experience.

ANSA was created in response to a common challenge in secondary education: many students experience school as a collection of disconnected subjects that appear unrelated to their lives, communities, interests, or future aspirations. While students may acquire isolated facts and skills, they often struggle to understand how knowledge is applied outside the classroom or how different disciplines connect to one another. As a result, many students become disengaged, view learning as compliance rather than inquiry, and fail to develop the deeper understanding necessary for success in college, careers, and civic life.

ANSA's educational philosophy seeks to address this challenge by creating a coherent educational experience in which students actively apply knowledge, investigate meaningful questions, and develop solutions to authentic problems. The school believes that students develop deeper understanding when they are required to use knowledge rather than simply receive information. Learning therefore moves beyond memorization toward analysis, synthesis, design, communication, and problem-solving.

A central element of ANSA's philosophy is the belief that culture, language, history, and identity are assets for learning. Students are more likely to engage in rigorous academic work when they see their communities, experiences, and cultural backgrounds reflected in the curriculum. For this reason, ANSA intentionally integrates New Mexico's diverse cultural heritage into interdisciplinary learning experiences. The school also explores the scientific, mathematical, engineering, architectural, agricultural, medical, and cultural contributions associated with the legacy of Al-Andalus. These historical examples provide powerful opportunities for students to examine how innovation emerges through inquiry, collaboration, and the exchange of ideas across cultures and generations.

The founders believe that this emphasis on cultural heritage serves an important educational purpose. Rather than teaching history as isolated content, ANSA uses historical examples of innovation and cultural exchange to help students understand how knowledge develops, how disciplines are interconnected, and how individuals and communities contribute to scientific and social progress. This approach strengthens student engagement while providing meaningful contexts for learning mathematics, science, engineering, humanities, language, and the arts.
ANSA also believes that education must prepare students not only to understand the past but also to navigate the future. Today's students will enter a world increasingly shaped by artificial intelligence, automation, advanced technologies, and rapid access to information. As a result, students need more than content knowledge. They must learn how to evaluate information critically, identify misinformation, solve complex problems, communicate effectively, collaborate with others, and use emerging technologies responsibly. ANSA views artificial intelligence not as a replacement for thinking, but as a tool that can support inquiry, research, design, innovation, and creativity when used ethically and thoughtfully.
The school's philosophy further recognizes that meaningful learning requires both student-centered experiences and strong instructional guidance. While students engage in inquiry, projects, collaboration, and design challenges, teachers play an essential role in providing explicit instruction, modeling, scaffolding, feedback, and structured opportunities for practice. ANSA rejects the false choice between direct instruction and inquiry-based learning. Instead, the school believes students achieve the strongest outcomes when these approaches work together. Teachers provide the support necessary for students to access rigorous content while gradually developing independence and expertise.
Ultimately, ANSA's educational philosophy reflects the belief that students should graduate as knowledgeable, engaged, and capable individuals who understand their cultural heritage, appreciate the contributions of diverse civilizations, think critically, communicate effectively, solve problems creatively, and use technology responsibly. The school's educational model is designed to help students become not only successful learners but also informed citizens, innovators, and contributors to their communities.

1. Learning Through Authentic Application
Students develop deeper understanding when academic concepts are connected to meaningful questions and authentic tasks. Rather than viewing learning as isolated subject instruction, ANSA organizes instruction around interdisciplinary experiences that require students to investigate questions, solve problems, and create products that demonstrate understanding. Research demonstrates that deeper learning environments improve transfer of knowledge and long-term understanding (Darling-Hammond et al., 2020). This philosophy reflects the school's commitment to developing critical thinking, Communication, Collaboration, creativity, problem-solving, and independent learning.
2. Managing Cognitive Load While Maintaining Rigor
ANSA uses Project-Based Learning to organize complex content into manageable experiences. Teachers intentionally use chunking, scaffolds, modeling, collaboration, and structured feedback cycles to reduce unnecessary cognitive demand while maintaining rigor (Sweller, 1988; Kirschner et al., 2006). Our instructional philosophy is grounded in the belief that rigor should not come from increasing difficulty through volume or complexity alone. Instead, rigor should come from helping students think deeply about important ideas while providing the supports necessary to access complex learning.
3. Culture and Language as Assets
ANSA believes that students' identities, languages, experiences, and communities are essential resources for academic success. Instruction will intentionally reflect New Mexico's cultural and

historical context while encouraging students to examine broader historical and scientific influences that shaped the region. Students will engage with local and global perspectives through interdisciplinary inquiry and multilingual opportunities. Culturally responsive teaching improves student engagement and academic identity (Gay, 2018; Hammond, 2015).

4. Inquiry and Construction of Knowledge

ANSA embraces constructivist principles that position students as active participants in learning. Teachers function as: designers of learning experiences, facilitators of inquiry, coaches and mentors, and providers of targeted feedback. Students become investigators, researchers, designers, collaborators, and presenters

Learning experiences emphasize questioning, experimentation, analysis, reflection, and public demonstration of learning.

5. Technology Expands Learning

ANSA believes students should become thoughtful and responsible users of emerging technologies. Technology integration is not treated as an isolated subject but as a tool for research, design, communication, modeling, collaboration, and innovation.

Students will engage with digital tools, including generative artificial intelligence, to deepen inquiry and create academic products while developing ethical and responsible technology practices.

Instructional Model

Project-Based Learning: Project-Based Learning serves as ANSA's primary instructional approach. Students engage in sustained inquiry through project cycles that include investigating authentic problems, research, explicit instruction, design, revision, exhibition, and reflection.

Integrated STEAM instruction connects science, technology, engineering, arts, mathematics, and humanities into coherent interdisciplinary experiences. Students will explore concepts across disciplines rather than learning subjects in isolation. Examples include:

- Mathematical analysis of architectural structures
- Scientific investigation connected to environmental systems
- Historical inquiry connected to engineering and design

Universal Design for Learning (CAST, 2018) ensures accessibility through multiple means of engagement, representation, and expression. Teachers integrate WIDA-aligned supports and culturally responsive instructional strategies to support multilingual learners. Students may demonstrate mastery through writing, speaking, models, presentations, multimedia products, and/or performance tasks. Teachers will connect learning to student experiences, support multilingual development, and integrate language objectives into content instruction.

Assessment Philosophy

Assessment at ANSA is designed to measure and support learning and continuous growth emphasizing academic achievement and deeper learning.

Formative assessments include:

• Conferencing
• Exit tickets
• Reflection
• Observation

Summative assessments include:

• Projects

• Presentations
• Portfolios
• Exhibitions
• Capstone experiences

Data informs instructional decisions, intervention planning, and equitable access to advanced learning opportunities.

Alignment to Mission and Curriculum

ANSA's philosophy directly supports the school mission by promoting rigorous instruction, interdisciplinary learning, multilingual opportunities, future-ready technology skills, and equitable access. Students graduate prepared for college, careers, and civic participation while maintaining strong cultural awareness and the ability to apply knowledge in authentic contexts.

Additional Instructional Methods Supporting the ANSA Model

While Project-Based Learning remains the central instructional model at ANSA, teachers will draw from additional research-informed instructional approaches to ensure rigor, accessibility, differentiation, and strong outcomes for diverse learners.

Explicit Instruction: Teachers provide clear modeling, guided practice, checks for understanding, and gradual release of responsibility.

Inquiry-Based Learning: Students develop questions, gather evidence, and construct understanding through investigation.

Cooperative Learning: Structured collaboration supports academic discourse and peer learning.

Workshop Model: Mini-lessons followed by guided and independent practice.

Socratic Seminar: Students engage in structured discussion using evidence and reflection.

Experiential Learning: Field experiences, simulations, and applied learning deepen understanding.

Differentiated Instruction: Teachers adapt content, process, and products to support student access.

Competency-Based Practices: Students demonstrate mastery through multiple opportunities and formats.

Technology-Enhanced Learning: Digital tools and generative AI support research, design, and creation. This will include 3-D printing and creating replicas based on rearch while integrating academic concepts learned in S

Metacognitive Instruction: Students monitor their learning and reflect on growth.

Retrieval Practice & Spaced Learning: Instruction intentionally revisits concepts to strengthen retention.

Design Thinking: Students identify problems, prototype ideas, and revise solutions.

References

Cast (2018). Universal Design for Learning Guidelines.
Darling-Hammond, L., et al. (2020). Science of Learning and Development.
Gay, G. (2018). Culturally Responsive Teaching.
Hammond, Z. (2015). Culturally Responsive Teaching and The Brain.
Kirschner, P. A., Sweller, J., & Clark, R. E. (2006). *Why minimal guidance during instruction does not work: An analysis of the failure of constructivist, discovery, problem-based, experiential, and inquiry-based teaching.* **Educational Psychologist, 41(2), 75–86.**
Sweller (1988). Cognitive Load Theory.
Tomlinson (2014). The Differentiated Classroom.

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. (No more than 2 pages)

A complete response must

- Include a yearly calendar that identifies the following:
  - Annual start date and end date
  - Teacher professional development days and times
  - School-wide assessment periods
  - School days, holidays, and partial days
  - Teacher parent conferences;
- Include a daily schedule that identifies the following:
  - Instructional times
  - Break times
  - Start and end times
- Differences in the daily schedule for full and partial days;
  - Meet all minimum hour (total instructional time) requirements laid out in NMSA 22-2- 8.1;

- Describe how the calendar and schedule support the proposed school's educational program;
- Describe how the calendar and schedule are optimal for achieving high outcomes for the anticipated student population; and
- Be supported by the proposed budget found in the Financial Framework section of the application.

APPLICANT RESPONSE:

Proposed Yearly Academic Calendar (2027–2028)

The ANSA calendar is intentionally designed to support the school's mission of preparing students for college, careers, and civic life through project-based learning, interdisciplinary instruction, multilingual development, and culturally responsive practices.

The calendar structure was developed to:

- Maximize instructional time while supporting deeper learning
- Preserve extended project cycles and interdisciplinary instruction
- Provide structured intervention and enrichment opportunities
- Protect teacher collaboration and curriculum development time
- Balance academic rigor with student wellness and reflection

Annual Calendar Structure

- School Year: August 1, 2027 – May 31, 2028
- Student Instructional Days: 181 days
- Teacher Work days: 191 days
- Professional Development: 10 total days
- Friday Student Release: 1:00 PM every Friday
- Fall Break: 2 instructional days
- Spring Break: 1 full week
- Summer Break: Approximately 8–9 weeks

Professional Development Calendar

Pre-Service Professional Development (5 Days)

Teachers will participate in five full professional learning and planning days before students begin instruction.

- Monday, August 2, 2027 – Friday, August 6, 2027

Professional development priorities include:

- Project-Based Learning implementation
- Curriculum planning and alignment
- WIDA and multilingual learner supports
- Universal Design for Learning (UDL)
- Data systems and assessment calibration
- Student support structures and intervention planning

Embedded Professional Development (5 Days Equivalent)

Five additional professional development days will be embedded throughout the school year through Friday early-release collaboration time.

Students will be released at 1:00 PM each Friday, and staff will use the remaining time for:

- Interdisciplinary project planning

- Data review and intervention design
- Assessment calibration
- Professional learning communities (PLCs)
- Student support planning
- Curriculum refinement

These embedded collaboration sessions collectively equal five full professional development days.

Student Calendar

Month	Major Events
August 2027	Aug. 9 — First Day of School for Students
September 2027	Sept. 6 — Labor Day (No School)
October 2027	Oct. 7–8 — Fall Break (2 Days No School)
November 2027	Nov. 11 — Veterans Day (No School); Nov. 22–26 — Thanksgiving Break
December 2027	Dec. 20–31 — Winter Break
January 2028	Jan. 3 — Students Return; Jan. 17 — Martin Luther King Jr. Day
February 2028	Feb. 21 — Presidents' Day
March 2028	Mar. 13–17 — Spring Break
April 2028	State Assessment Window; Student Exhibitions
Last week of May (N/A first 2 years)	Senior Capstone Presentations; Graduation Activities
May 31, 2028	Last Day of School

Calendar Rationale

ANSA's calendar intentionally preserves 181 instructional days while embedding professional learning into the workweek rather than reducing student access to instruction. Friday early-release schedules create consistent collaboration opportunities for staff and strengthen implementation of project-based learning, interdisciplinary curriculum design, multilingual supports, and continuous improvement practices.

Daily Student Schedule + Course Schedule

Grades 9–10 (2027–2028)

Monday–Thursday Schedule

Student Day: 8:15 AM–3:45 PM
Teacher Day: 7:45 AM–4:15 PM

Grade 9 and Grade 10 Daily Schedule

Time	Grade 9	Grade 10
8:15–8:35	Advisory / Goal Setting	Advisory / Goal Setting
8:40–9:35	English I	English II
9:40–10:35	Algebra/ Integrated Math 1	Geometry/ Integrated Math 2

10:40–11:35	Biology / Integrated Science	Chemistry / Integrated Science
11:35–12:15	Lunch	Lunch
12:20–1:15	New Mexico / World History	World History / U.S. History
1:20–2:15	Spanish I / Arabic I	Spanish II / Arabic II
2:20–3:15	STEAM Design, AI Literacy, and PBL Studio	STEAM Design, AI Literacy, and PBL Studio
3:20–3:45	Intervention / Exhibition Prep / Portfolio	Intervention / Exhibition Prep / Portfolio

Annual Credit Summary

Course Area	Grade 9 Credit	Grade 10 Credit
English Language Arts	1.0	1.0
Mathematics	1.0	1.0
Science	1.0	1.0
Social Studies	1.0	1.0
World Language	1.0	1.0
STEAM / AI / PBL Elective	1.0	1.0
Total Annual Credits	**6.0**	**6.0**

Explanation

ANSA that students will have access to at least six credit-bearing courses each year. While ANSA will continue to use interdisciplinary project-based learning, STEAM integration, responsible AI literacy, and culturally grounded learning connected to New Mexico's heritage and the legacy of Al-Andalus, each course will be transcripted as a distinct credit-bearing course aligned to New Mexico graduation requirements.

The STEAM Design, AI Literacy, and PBL Studio course will support ANSA's mission-specific model by allowing students to apply academic content through interdisciplinary projects involving engineering, design, cultural heritage, architecture, research, digital tools, and responsible use of artificial intelligence.

Friday Early Release Schedule

Student Release: 1:00 PM

Time	Activity
8:15–8:35	Advisory / Goal Setting
8:40–9:25	English Language Arts
9:30–10:15	Mathematics
10:20–11:05	Science
11:10–11:35	Lunch

11:40–12:20	Social Studies / Heritage Studies
12:20–1:00	Project Studio, Exhibition Preparation, Intervention, World Language, and AI Literacy Integration

Friday Project Studio

The Friday Project Studio block provides dedicated time for students to:

- Work on interdisciplinary project-based learning activities.
- Apply learning from English, mathematics, science, social studies, and world language courses.
- Conduct research using digital tools and responsible AI applications.
- Explore New Mexico's cultural heritage and the scientific, mathematical, engineering, and cultural legacy of Al-Andalus.
- Participate in portfolio development, exhibitions, presentations, and reflection activities.
- Receive intervention, enrichment, and academic support as needed.

Friday Afternoon (Teachers Only)

1:00–4:15 PM

- Curriculum planning and development
- Interdisciplinary project design and calibration
- Professional development
- Student achievement and assessment data review
- Multilingual learner and special education planning
- Parent and community communication
- Standards alignment review
- Integration of STEAM, project-based learning, responsible AI literacy, and heritage-based learning experiences

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. (No more than 2 pages)

A complete response must

- Identify the anticipated student population, including:
- Demographic information based on the local community population Educational proficiency based upon enrollment at the school
    - Attendance and truancy trends
    - English language proficiency
    - 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.

APPLICANT RESPONSE:

Educational Philosophy and Anticipated Student Population

ANSA anticipates serving a diverse student population that reflects the demographics of Albuquerque and Bernalillo County. Based on local enrollment patterns, community outreach, and interest surveys, the school expects to serve students from a variety of cultural, linguistic, and socioeconomic backgrounds, including approximately 50–65% Hispanic/Latino students, 20–35% White students, 3–8% Native American students, 2–5% African American students, and 5–15% Asian, Multiracial, and other populations. ANSA also anticipates serving approximately 45–65% economically disadvantaged students, 18–25% multilingual learners, 15–20% students with disabilities, and 5–10% gifted students.

The school expects students to enter with varying levels of academic proficiency. Some students will require additional academic support in literacy, mathematics, and language development, while others will seek more engaging and challenging educational opportunities than those available in traditional settings. Like many Albuquerque-area schools, ANSA anticipates serving students who may have experienced inconsistent academic growth, chronic absenteeism, disengagement from school, or limited access to advanced learning opportunities.

Several factors are expected to influence enrollment. The school's emphasis on project-based learning, STEAM education, multilingualism, responsible artificial intelligence literacy, and New Mexico's cultural heritage is expected to attract families seeking a more relevant, engaging, and innovative educational experience. In particular, ANSA's exploration of the historical connections between New Mexico and the legacy of Al-Andalus offers students opportunities to see science, mathematics, architecture, engineering, language, and culture as interconnected disciplines rather than isolated subjects.

ANSA's educational philosophy is based on the belief that students learn deeply when instruction is meaningful, intellectually challenging, and connected to authentic experiences. Research on deeper learning environments suggests students benefit from inquiry, application, collaboration, and authentic tasks (Darling-Hammond et al., 2020). By connecting rigorous academic content to students' identities, communities, and historical experiences, ANSA seeks to increase engagement, belonging, motivation, and achievement.

Instructional Methods and Curriculum Design

Project-Based Learning serves as the central instructional approach. Students engage in interdisciplinary projects while teachers provide explicit instruction, scaffolds, formative feedback, and structured inquiry (Condliffe et al., 2017). Projects frequently integrate science, technology, engineering, arts, mathematics, humanities, and world languages while connecting learning to New Mexico's cultural heritage and the scientific and cultural achievements of Al-Andalus.

Additional instructional methods include Explicit Instruction, Universal Design for Learning (CAST, 2018), Cooperative Learning, Differentiated Instruction (Tomlinson, 2014), Retrieval Practice, Design Thinking, and Technology Integration. Teachers intentionally manage cognitive load through chunking, modeling, guided practice, and revision cycles (Sweller, 1988; Kirschner, Sweller, & Clark, 2006).

These instructional methods are particularly well suited to ANSA's anticipated student population because they provide multiple pathways for accessing content and demonstrating learning. Multilingual learners benefit from language-rich instruction and structured academic discourse. Students with disabilities benefit from Universal Design for Learning, differentiated supports, accommodations, and project structures that allow multiple forms of expression. Students who may be disengaged in traditional settings benefit from authentic projects that connect learning to community issues, cultural heritage, and future career pathways.

The school's approach to responsible artificial intelligence literacy further supports student success by teaching students how to use emerging technologies ethically and effectively for research, analysis, design, and problem-solving. Rather than viewing AI as a shortcut, students learn to critically evaluate information, identify bias, verify sources, and apply technology responsibly in academic and real-world contexts.

Calendar and Daily Schedule Effectiveness

ANSA's 181-day school calendar and extended daily schedule have been intentionally designed to provide students with additional opportunities for deeper learning, intervention, enrichment, and project development. The extended calendar allows more time for project completion, exhibitions of learning, academic support, and community-connected experiences.

The daily schedule includes dedicated instruction in English language arts, mathematics, science, social studies, world languages, and STEAM innovation. Longer instructional blocks provide sufficient time for inquiry, laboratory investigations, design challenges, collaborative learning, presentations, and project-based work. Dedicated studio periods provide opportunities for intervention, language development, project completion, enrichment, and individualized support.

The Friday early-release schedule provides additional benefits for both students and staff. Students participate in reflection, project development, exhibition preparation, intervention, and enrichment activities. Teachers engage in curriculum planning, interdisciplinary project design, data analysis, multilingual learner planning, special education coordination, family communication, and professional learning. Research suggests that sustained teacher collaboration improves instructional quality and implementation effectiveness (Darling-Hammond et al., 2017).

Serving the Intended Population

ANSA's educational philosophy, instructional methods, calendar, and schedule were intentionally designed to meet the needs of a diverse student population. Multilingual learners benefit from language-rich instruction, structured supports, and opportunities to develop multilingual competence through Spanish and Arabic study (Goldenberg, 2013). Students with disabilities benefit from accessible instructional design, differentiated supports, and flexible pathways for demonstrating learning. Economically disadvantaged students benefit from equitable access to technology, authentic learning experiences, and strong academic supports. Culturally responsive instruction supports belonging, engagement, and academic persistence (Gay, 2018; Hammond, 2015). By incorporating New Mexico's cultural heritage and the legacy of Al-Andalus into interdisciplinary projects, ANSA creates learning experiences that are relevant, meaningful, and intellectually engaging. This approach helps students understand that innovation, scientific inquiry, and cultural exchange have shaped societies throughout history and continue to influence the modern world. Research on culturally relevant and culturally sustaining pedagogy suggests that students are more engaged and achieve at higher levels when curriculum reflects their cultural identities, histories, and communities (Ladson-Billings, 2021; Paris & Alim, 2017).

CAST. (2018). *Universal Design for Learning Guidelines, Version 2.2.* Wakefield, MA: Author.
Condliffe, B., Quint, J., Visher, M. G., Bangser, M. R., Drohojowska, S., Saco, L., & Nelson, E. (2017). *Project-Based Learning: A Literature Review.* New York, NY: MDRC.
Darling-Hammond, L., Flook, L., Cook-Harvey, C., Barron, B., & Osher, D. (2020). *Implications for Educational Practice of the Science of Learning and Development.* Applied Developmental Science, 24(2), 97–140.
Darling-Hammond, L., Hyler, M. E., & Gardner, M. (2017). *Effective Teacher Professional Development.* Palo Alto, CA: Learning Policy Institute.
Gay, G. (2018). *Culturally Responsive Teaching: Theory, Research, and Practice* (3rd ed.). New York, NY: Teachers College Press.
Goldenberg, C. (2013). *Unlocking the Research on English Learners: What We Know—and Don't Yet Know—About Effective Instruction.* American Educator, 37(2), 4–11.
Hammond, Z. (2015). *Culturally Responsive Teaching and the Brain: Promoting Authentic Engagement and Rigor Among Culturally and Linguistically Diverse Students.* Thousand Oaks, CA: Corwin.
Kirschner, P. A., Sweller, J., & Clark, R. E. (2006). *Why Minimal Guidance During Instruction Does Not Work: An Analysis of the Failure of Constructivist, Discovery, Problem-Based, Experiential, and Inquiry-Based Teaching.* Educational Psychologist, 41(2), 75–86.
Ladson-Billings, G. (2021). *Culturally relevant pedagogy: Asking a different question*. Teachers College Press.
Paris, D., & Alim, H. S. (Eds.). (2017). *Culturally sustaining pedagogies: Teaching and learning for justice in a changing world*. Teachers College Press.
Sweller, J. (1988). *Cognitive Load During Problem Solving: Effects on Learning.* Cognitive Science, 12(2), 257–285.
Tomlinson, C. A. (2014). *The Differentiated Classroom: Responding to the Needs of All Learners* (2nd ed.). Alexandria, VA: ASCD.

F. Special Populations. This section includes those with Individualized Education Programs (IEPs) and English Learners (ELs).

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. (No more than 10 pages)

A complete response must:

- 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;
- Identify specific training and support that will be provided to teachers and school staff to ensure they are able to fulfill their responsibilities; and
- Includes a developed plan which describes:
- A plan to evaluate and identify children with disabilities
- A plan to develop, review and revise IEPs
- A plan to integrate special education into the general education program.
- A plan to deliver special education and related services (e.g, in-house or contract out)
- Projected cost of special education program (e.g., percent of operating budget)
    - A plan to access and account for special education funds
    - A plan to ensure that the school facility meets the requirements of other related laws such as ADA and

Section 504
- A plan for enrollment/IEP transition procedure
- A plan to address discipline for students with disabilities
- A plan to ensure confidentiality of special education records
- A plan to purchase series from special education vendors
- A plan to secure technical assistance and training.
- A plan evaluating the effectiveness of the special education program and services.

APPLICANT RESPONSE: Special Education, Gifted Education, and Instructional Supports Plan
Andalusia Natural Sciences Academy (ANSA)

Commitment to Inclusive Education
Andalusia Natural Sciences Academy (ANSA) is committed to providing equitable access to rigorous learning opportunities for all students. ANSA will serve students with disabilities, students with Section 504 plans, multilingual learners, students identified as gifted, and twice-exceptional students through inclusive instructional practices and individualized supports.

The school will provide services consistent with IDEA, Section 504, ADA, FERPA, FAPE, and Least Restrictive Environment requirements and applicable New Mexico requirements while maintaining high academic expectations and meaningful participation in the school's interdisciplinary and project-based instructional model.

Educational Philosophy for Students with Diverse Learning Needs
ANSA believes students should receive access to grade-level curriculum alongside appropriate supports rather than separate educational experiences whenever appropriate.

The school's instructional model combines:
• Project-Based Learning
• Universal Design for Learning (CAST, 2018)
• Explicit Instruction
• Differentiation
• Collaborative Learning
• Flexible assessment practices

Instruction will emphasize access, participation, and student ownership of learning.
Child Find, Identification, and Service Delivery
ANSA will implement Child Find procedures and maintain systems for referral, evaluation, eligibility determination, intervention data, classroom observations, family input, academic data, language history ,and reevaluation.

Services will include:
• Inclusion support
• Co-teaching
• Resource services

• Related services
• Consultation
• Accommodations and modifications
Service decisions will be determined through the IEP process and delivered in the Least Restrictive Environment (LRE).

Instructional Supports Within ANSA's PBL Model
Project-based learning at ANSA will not rely on unguided discovery. Teachers will provide scaffolds, structured inquiry, chunked instruction, visual supports, models, language supports, and frequent formative assessment.

Studio periods will provide:
• Intervention
• Small-group instruction
• Language development
• Project support
• Enrichment

Teachers will use accommodations such as:
• Flexible grouping
• Alternative demonstration formats
• Extended time
• Assistive technology
• Guided notes
• Rubrics and exemplars

Research suggests that structured supports combined with authentic application improve access to rigorous learning (Sweller, 1988; Kirschner, Sweller, & Clark, 2006).
MTSS and Progress Monitoring
ANSA will implement a Multi-Tiered System of Supports (MTSS).

Tier I:
High-quality core instruction and UDL

Tier II:
Targeted interventions and Studio supports

Tier III:
Intensive individualized intervention

Student progress will be monitored through:
• Curriculum-based measures
• Performance tasks
• Project rubrics
• IEP goals
• Progress reports
• Family communication

Preventing Overidentification of Multilingual Learners

Eligibility decisions will include review of language acquisition data, WIDA data, intervention response, classroom evidence, and multidisciplinary review.

Gifted and Twice-Exceptional Students

Students identified as gifted will receive differentiated opportunities designed to extend depth, complexity, creativity, and independent inquiry.

Supports will include:

- Advanced project pathways
- Independent study
- Flexible pacing
- Advanced coursework
- Leadership opportunities
- Capstone projects

Twice-exceptional students will receive coordinated supports that recognize both strengths and disability-related needs.

Staffing and Family Partnership

ANSA will build collaborative teams including general education teachers, special education staff, intervention personnel, related service providers, and families.

Friday collaboration time and protected teacher planning periods will support:

- IEP implementation
- Progress review
- Project adaptation
- Student support planning

Research Base

Research supports inclusive education when students receive access to rigorous curriculum with appropriate supports (CAST, 2018).

Universal Design for Learning supports accessibility through multiple means of engagement, representation, and expression.

Project-based and deeper learning approaches will improve engagement and authentic application when accompanied by explicit instructional supports (Condliffe et al., 2017; Darling-Hammond et al., 2020).

Roles and Responsibilities

Leadership oversees compliance; general education teachers implement accommodations; special education staff coordinate services.

Professional Development

Teachers receive ongoing training through Friday collaboration and professional learning.

Related Services and Family Partnership

Services will be delivered directly or through contracted providers with strong family partnership.

Budget and Fiscal Framework

Special education funding will support staffing, services, evaluations, materials, and compliance.

Accessibility and Compliance

Facilities and instruction will support ADA access.

References
CAST. (2018). Universal Design for Learning Guidelines.
Condliffe, B., et al. (2017). Project-Based Learning: A Literature Review.
Darling-Hammond, L., et al. (2020). Implications for Educational Practice of the Science of Learning and Development.
Kirschner, P. A., Sweller, J., & Clark, R. E. (2006). Why Minimal Guidance During Instruction Does Not Work.
Sweller, J. (1988). Cognitive Load During Problem Solving.

F. (2) English Learners (ELs).

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. (No more than 3 pages)

A complete response must

- Describe how the proposed school will identify English learners (ELs) and provide the required curriculum and instructional services/supports to students identified as ELs;
- Identify how the school will notify parents or guardians of Els including providing the opportunity to opt out of the EL program
- 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;
- Identify specific training and support that will be provided to

teachers and school staff to ensure they are able to fulfill their responsibilities; and
- Describe how the EL program will be evaluated regularly and by whom; including what data will be utilized and how the program will be revised based on the evaluation

APPLICANT RESPONSE:

Commitment to Multilingual Learners

Andalusia Natural Sciences Academy (ANSA) recognizes multilingualism as a strength and an asset. The school is committed to ensuring that English Learners (ELs) have equitable access to rigorous academic content while simultaneously developing English language proficiency. ANSA believes that students do not need to delay access to challenging coursework until they become proficient in English. Instead, language development and academic learning should occur simultaneously through meaningful, engaging, and supportive learning experiences. Consistent with federal and state requirements, ANSA will provide appropriate language instruction educational programs (LIEPs) designed to help English Learners attain English proficiency and meet the same challenging academic standards expected of all students. The school anticipates serving a substantial multilingual population based on Albuquerque and New Mexico enrollment patterns and has intentionally designed its curriculum, schedule, and instructional model to support these learners.

Identification and Placement

ANSA will follow all New Mexico Public Education Department (NMPED) requirements for identifying English Learners.

Upon enrollment:

- Families will complete a Home Language Survey.
- Students identified through the survey process will be screened using state-approved language proficiency assessments such as the WIDA Screener Test.
- Students meeting state criteria for English Learner status will be identified and provided appropriate language services.
- Parents will be notified of identification results and available program options.

Language proficiency data will be maintained and reviewed regularly to guide instructional decisions and monitor student growth.

Instructional Model for English Learners

ANSA will implement an integrated model of language development that combines English language acquisition with access to grade-level content.

The school's instructional model includes:

Integrated English Language Development

Language objectives will be embedded within all content areas. Teachers will explicitly teach:

- Academic vocabulary
- Oral language skills
- Reading comprehension
- Academic writing
- Discipline-specific language

Students will develop language proficiency while engaging in science, mathematics, humanities, and project-based learning activities.

Designated Language Development Support

Students requiring additional support may receive:

- Small-group language instruction
- Studio-based language development
- Targeted literacy interventions
- Additional language scaffolds

These supports will supplement rather than replace participation in core academic coursework.

Curriculum and Instructional Supports

ANSA's Project-Based Learning model provides multiple entry points for English Learners because students can demonstrate understanding through:

- Oral presentations
- Collaborative discussions
- Visual representations
- Models and prototypes
- Multimedia products
- Written products

Teachers will implement research-based supports including:

Language Scaffolds

- Sentence frames
- Graphic organizers
- Vocabulary supports
- Visual aids
- Anchor charts
- Modeling and think-alouds

Structured Academic Discourse

Students will regularly participate in:

- Partner discussions
- Academic conversations
- Collaborative problem-solving
- Peer feedback protocols
- Presentation opportunities

These activities help students develop both social and academic language.

Universal Design for Learning (UDL)

Teachers will provide:

- Multiple means of representation
- Multiple means of engagement
- Multiple means of expression

This allows English Learners to access content through various modalities while developing language proficiency.

Studio Period Supports

ANSA's daily Studio period serves as a key support structure for English Learners.

During Studio, students may receive:

- Additional language development support
- Literacy intervention
- Project assistance
- Academic tutoring
- Vocabulary development
- Reading support

Studio provides flexibility to address individual student needs without removing students from core instruction.

Progress Monitoring and Reclassification

ANSA will monitor English Learner progress using:

- State language proficiency assessments such as ACCES test.
- Classroom performance data
- Curriculum-based assessments
- Project rubrics
- Writing samples
- Teacher observations

Student progress will be reviewed regularly by instructional teams.

Students who meet NMPED criteria for English language proficiency will be reclassified according to state requirements. ANSA will continue to monitor the academic progress of reclassified students as required by state and federal guidelines.

Family Engagement

ANSA recognizes that families are critical partners in language development and student success.

The school will:

- Communicate with families in languages they understand whenever feasible.
- Provide translated materials when appropriate.
- Include families in educational planning and progress discussions.
- Offer opportunities for participation in student exhibitions and conferences.

Family engagement efforts will emphasize respect for linguistic and cultural diversity.

Alignment with the ANSA Educational Model

ANSA's curriculum and instructional design were intentionally developed to support multilingual learners.

Features that support English Learners include:

- Extended instructional blocks
- Project-Based Learning
- Interdisciplinary curriculum
- Studio intervention periods
- Structured collaboration
- Advisory support
- Technology-enhanced learning
- Multiple forms of assessment

These structures allow students to engage with rigorous academic content while developing English proficiency.

Research Base

Research indicates that English Learners benefit from instructional environments that combine high academic expectations with strong language supports. Integrated language development approaches, structured academic discourse, project-based learning, and culturally responsive instruction have been associated with improved engagement and language growth (Goldenberg, 2013; Hammond, 2015).

Project-Based Learning can be particularly beneficial for multilingual learners because it provides authentic opportunities for communication, collaboration, and application of academic

language. When combined with explicit language instruction and scaffolding, project-based environments support both language development and content mastery (Condliffe et al., 2017).

References

- Condliffe, B., et al. (2017). *Project-Based Learning: A Literature Review.*
- Goldenberg, C. (2013). *Unlocking the Research on English Learners: What We Know—and Don't Yet Know—About Effective Instruction.*
- Hammond, Z. (2015). *Culturally Responsive Teaching and the Brain.*
- WIDA Consortium. *English Language Development Standards Framework.*
- New Mexico Public Education Department. *English Learner Program Guidance.*

F. (2) (b) Provide a **clear, comprehensive, and cohesive plan** to regularly evaluate and monitor the progress of English learners. (No more than 1 page)

A complete response must

- Describe how the proposed school will monitor the progress of ELs toward English language proficiency, both annually and within the school year;
- Identify specific responsibilities for school staff and classroom teachers;
- Identify the regular intervals at which progress will be monitored;
- Identify specific actions/reporting that will engage students and/or families including how school materials will be available in languages other than English and interpreters provided;
- Describe how the school will evaluate the effectiveness of its EL program and services; and
- Describe how the school will monitor exited ELL students (reclassified fluent English proficient students—RFEPs) for two years for academic progress.

APPLICANT RESPONSE:

All English Learners will participate annually in the state-approved English language proficiency assessment (ACCESS for ELLs) in accordance with New Mexico Public Education Department (NMPED) requirements. ACCESS results will be used to measure growth in listening, speaking, reading, and writing and to determine progress toward English language proficiency and eventual reclassification. School leadership, EL staff, and classroom teachers will review ACCESS data annually to identify trends, determine support needs, and evaluate program effectiveness.

In addition to annual state assessments, ANSA will monitor EL progress throughout the year using multiple measures, including:

- Classroom assessments and standards-based assignments
- Reading and writing samples

- Project-based learning rubrics
- Academic language performance tasks
- Benchmark assessments
- Course grades and credit attainment
- Attendance and engagement indicators
- Teacher observations and student self-reflections

Because ANSA utilizes a Project-Based Learning (PBL) model, English Learners will have multiple opportunities to demonstrate growth through presentations, collaborative projects, exhibitions of learning, portfolios, and authentic performance tasks. These measures provide valuable evidence of both content mastery and language development.

Student progress data will be reviewed regularly through a collaborative data cycle. Classroom teachers, EL specialists, intervention staff, and administrators will meet at least quarterly to analyze student performance, identify students requiring additional support, and adjust instructional strategies. Students who are not making adequate progress toward language proficiency or academic success will receive targeted interventions through the school's Studio period, small-group instruction, tutoring, and additional language development supports.

ANSA will also monitor the academic performance of former English Learners for a minimum of four years following reclassification, consistent with federal and state requirements. Monitoring will include course performance, assessment results, graduation progress, and participation in advanced coursework. If concerns arise, instructional teams will review student data and determine whether additional supports are needed.

Families will be informed regularly about student progress through report cards, progress reports, student-led conferences, exhibitions of learning, and family meetings. Whenever feasible, communication will be provided in languages families understand. ANSA views families as essential partners in supporting language development and academic success.

Program effectiveness will be evaluated annually using schoolwide indicators such as:

- ACCESS growth and proficiency rates
- Reclassification rates
- Academic achievement data
- Graduation and credit accumulation rates
- Attendance data
- Participation in advanced coursework
- Student, family, and staff feedback

This comprehensive monitoring system will enable ANSA to continuously improve its English Learner program while ensuring that multilingual students receive the instructional supports necessary to attain English proficiency, achieve academic success, and graduate prepared for college, careers, and civic engagement.

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., Summative Spring Assessment (formerly 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:
https://webnew.ped.state.nm.us/bureaus/assessment/

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 summative spring assessment and SBA, all federally and state required assessments, and the proposed school's projected student population. (No more than 5 pages)

A complete response must

- Include an assessment calendar that identifies all state or district mandated assessment periods and dates related to teacher analysis/use of assessment data to inform instruction
- Include assessments/progress monitoring for special populations;
- Identify, for all state or district mandated assessment periods, the grade levels at which the assessments will be administered;
- Describe, for all state or district mandated assessment periods, the specific data that will be collected, reported, analyzed, evaluated, and utilized to inform instruction;
- Describe how the data identified will be used to inform instruction;
- 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.

APPLICANT RESPONSE:

ANSA will administer all state-required assessments in accordance with NMPED testing requirements.

Assessment	Grades	Purpose
SAT School Day	Grade 11	State accountability measure for ELA and Mathematics proficiency and college readiness
PSAT/NMSQT	Grade 10 (and/or Grade 11 practice administration)	College readiness indicator and SAT preparation
ACCESS for ELLs	EL Students 9–12	Annual English language proficiency assessment
Alternate ACCESS	Eligible EL Students with Significant Cognitive Disabilities	English language proficiency assessment
NM-ASR (New Mexico Assessment of Science Readiness)	Grade 11	State science accountability assessment

DLM Alternate Assessment	Eligible Students with Significant Cognitive Disabilities	Alternate ELA, Math, and Science assessment

New Mexico uses the SAT School Day as the statewide Grade 11 assessment for mathematics and English language arts accountability purposes, while NM-ASR serves as the statewide science assessment in Grade 11. ACCESS for ELLs is administered annually to all identified English Learners.

Local Growth Assessment
Progress Learning
ANSA will adopt Progress Learning as its primary benchmark and growth-monitoring system.
Why Progress Learning?
Progress Learning provides:
Standards-aligned benchmark assessments
Interim assessments
Item banks
Student growth reports
Teacher-created assessments
New Mexico standards alignment
Immediate feedback for instructional planning
Administration Schedule

Assessment Window	Purpose
August (BOY)	Baseline proficiency and placement
December (MOY)	Growth monitoring
April (EOY Benchmark)	Predictive readiness for state assessments

This provides three annual data points for growth monitoring.

Project-Based Learning Assessments
Because ANSA is built around Project-Based Learning, state assessments alone are insufficient to measure student achievement.
Each semester students will complete:
Project Rubrics Measures:
Critical thinking
Problem solving
Collaboration
Communication
Research
Design process
Public Exhibitions
Students present projects to:
peers
teachers
families
community members
Portfolios
Students maintain digital portfolios documenting:
projects

writing
reflections
presentations
growth over time
Research suggests authentic performance assessments provide valuable information about student learning beyond standardized tests.

Common Course Assessments
Each course will include:
Diagnostic Assessments
Administered during the first weeks of school.
Formative Assessments
Weekly:
quizzes
exit tickets
checks for understanding
writing tasks
Common Unit Assessments
Administered at the end of instructional units.
Semester Assessments
Administered twice annually.

English Learner Assessments
ANSA's EL monitoring system will include:
ACCESS for ELLs
Annual state assessment.
Quarterly Language Growth Monitoring
Measures:
speaking
listening
reading
writing
WIDA Can Do Descriptors
Used to:
set language objectives
monitor progress
guide accommodations

Students with Disabilities
Assessment accommodations will be provided according to:
IEPs
Section 504 Plans
NMPED assessment policies
Eligible students may participate in DLM Alternate Assessments and Alternate ACCESS as determined by their IEP teams.

Gifted Student Assessment
Gifted students will participate in:
Advanced project rubrics

Independent research projects
Portfolio reviews
Capstone presentations
Dual-credit performance measures

Assessment Calendar

Month	Assessment
August	Progress Learning Benchmark (BOY), Diagnostics
September–October	Common Assessments, Project Rubrics
November	Quarter 1 Data Review
December	Progress Learning Mid-Year Benchmark
January	Semester Assessments
February–March	ACCESS for ELLs
March–April	PSAT/SAT
April	NM-ASR Grade 11
April–May	Progress Learning End-of-Year Benchmark
May	Portfolio Defense and Exhibition
June	Schoolwide Data Analysis

Why This System Fits ANSA
This assessment system aligns with ANSA's mission because it measures both:
Academic Achievement
SAT
NM-ASR
ACCESS
Progress Learning
Course Assessments
Mission Outcomes
Critical thinking
Problem solving
Communication
Collaboration
Design and innovation
Civic engagement

The combination of state-required assessments, Progress Learning benchmarks, project rubrics, exhibitions, portfolios, and common assessments creates a balanced assessment system that provides reliable growth data while remaining consistent with ANSA's project-based educational philosophy.
Performance-Based Assessment within the PBL Model
Because Project-Based Learning serves as ANSA's primary instructional framework, assessment extends beyond traditional tests and quizzes to include authentic demonstrations of learning.
Students will regularly demonstrate mastery through:

- Interdisciplinary projects;
- Research investigations;

- Engineering and design challenges;
- Presentations and exhibitions;
- Digital products and multimedia projects;
- Portfolios;
- Community-based projects;
- Capstone experiences;
- Performance tasks aligned to state standards.

Project assessments will evaluate both content mastery and deeper learning competencies including:

- Critical thinking;
- Problem solving;
- Communication;
- Collaboration;
- Creativity;
- Research skills;
- Responsible use of technology and artificial intelligence.

All projects will be assessed using standards-aligned rubrics that identify proficiency levels and provide students with opportunities for revision and improvement.
Students will participate in regular public exhibitions of learning where they present projects to peers, teachers, families, and community members. These exhibitions provide authentic audiences and allow students to demonstrate application of knowledge in meaningful contexts.
Portfolio assessments will be used to document student growth over time and provide evidence of progress toward academic, college- and career-readiness, and mission-specific outcomes.
Many interdisciplinary projects will incorporate themes related to New Mexico's cultural heritage and the scientific and cultural legacy of Al-Andalus. Students may demonstrate learning through architectural design projects, historical investigations, engineering challenges, environmental studies, scientific research, and community-connected exhibitions. These assessments provide opportunities for students to apply academic knowledge while demonstrating mastery of state standards and mission-specific competencies.

Assessment Type	Frequency	Purpose
Formative Checks	Daily	Monitor learning
Common Unit Assessments	Every Unit	Standards mastery
Benchmark Assessments	3x/year	Growth monitoring
Project Rubrics	Every Project	Content and competency mastery
Exhibitions	Quarterly	Authentic demonstration of learning
Portfolios	Ongoing	Growth over time
Capstone Presentation	Grade 12	Graduation readiness

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. (No more than 2 pages)

A complete response must

- Identify the processes the school will use, including specific action steps, triggers that would prompt action steps, responsible parties, timelines, and associated costs, to o monitor academic performance and
    - take appropriate corrective action if the school is not on track to or does not meet academic performance expectations;
- Address specific responsibilities related to
    - meeting student academic achievement or growth expectations at the school wide level and
    - meeting student academic achievement goals at the individual student level (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).

APPLICANT RESPONSE:

ANSA will maintain a schoolwide culture in which assessment data are viewed as tools for improvement rather than merely measures of accountability.

Data Analysis Process

ANSA will implement a comprehensive data review cycle that includes classroom, grade-level, programmatic, and schoolwide analyses. Assessment data from Progress Learning, SAT School Day, PSAT, NM-ASR, ACCESS for ELLs, course assessments, project rubrics, exhibitions, portfolios, attendance records, and graduation indicators will be collected and reviewed throughout the school year.

Teachers will analyze formative assessment data weekly to identify misconceptions, monitor mastery of standards, and adjust instruction. At the end of each instructional unit, teachers will review common assessment results and project performance data to determine whether students have achieved learning targets. Quarterly data meetings will be conducted by instructional

teams to review benchmark assessment results, identify students requiring additional support, and evaluate subgroup performance.
School leadership will facilitate semester and annual data reviews to examine trends in academic achievement, growth, English learner progress, special education outcomes, attendance, graduation indicators, and mission-specific goals. Results will be compared against school performance targets, NM Vistas accountability measures, and mission-specific indicators established by the Governing Board.

Individual Student Corrective Actions
Students who fail to meet expected growth targets or demonstrate proficiency on academic standards will be identified through ANSA's Multi-Tiered System of Supports (MTSS).
Potential indicators for intervention include:

- Below-target Progress Learning benchmark growth
- Course failure or declining grades
- Limited progress toward IEP goals
- Limited English language growth
- Excessive absences
- Poor performance on project rubrics or common assessments
- Deficiencies in literacy or mathematics skills

When a student is identified as at-risk, an intervention team consisting of teachers, intervention staff, counselors, EL staff, special education personnel (when appropriate), and families will develop a targeted support plan.
Interventions may include:
Tier 1 Supports

- Additional scaffolding within core instruction
- Small-group reteaching
- Increased formative assessment
- Modified project supports
- Academic conferencing

Tier 2 Supports

- Studio intervention sessions
- Targeted literacy or mathematics support
- Tutoring
- Progress monitoring every two to four weeks
- Attendance improvement plans

Tier 3 Supports

- Intensive individualized intervention
- Referral for special education evaluation when appropriate
- Behavioral support plans
- Credit recovery
- Wraparound student support services

The effectiveness of interventions will be reviewed regularly through progress-monitoring data. Students who fail to respond adequately to interventions will receive increasingly intensive support.

Schoolwide Corrective Actions
If schoolwide assessment data indicate that ANSA is not meeting academic achievement or growth expectations, leadership and instructional teams will conduct a root-cause analysis to identify contributing factors.

Potential schoolwide indicators include:

- Declining benchmark growth rates
- Low proficiency rates on state assessments
- Insufficient English Learner growth
- Low graduation rates
- Achievement gaps among student subgroups
- Failure to meet mission-specific goals

Depending on identified needs, corrective actions include:

Curriculum Adjustments

- Revision of scope and sequence documents
- Modification of instructional units
- Increased alignment to New Mexico standards
- Additional literacy integration across content areas

Instructional Improvements

- Increased explicit instruction
- Enhanced project scaffolds
- Additional intervention opportunities
- Refinement of assessment practices
- Increased use of evidence-based instructional strategies

Professional Development

- Data analysis training
- Project-Based Learning implementation support
- English Learner instructional practices
- Special education supports
- Literacy and mathematics intervention strategies

Resource Allocation

- Additional intervention personnel
- Supplemental instructional materials
- Technology resources
- Extended learning opportunities

Responsibility for Implementation

Governing Board

The Governing Board will monitor schoolwide performance through quarterly reports on academic achievement, student growth, subgroup performance, graduation indicators, and mission-specific goals. The Board will hold school leadership accountable for implementing corrective actions and achieving expected outcomes.

School Leadership

The Head Administrator and instructional leadership team will oversee data collection, facilitate data review meetings, monitor implementation of interventions, allocate resources, and evaluate schoolwide progress.

Teachers

Teachers will collect and analyze classroom assessment data, implement interventions, communicate with families, and participate in collaborative data review processes.

Intervention, EL, and Special Education Staff

Support personnel will assist with progress monitoring, intervention planning, implementation of services, and evaluation of student outcomes.

Monitoring the Effectiveness of Corrective Actions

ANSA will evaluate the effectiveness of corrective actions through ongoing progress-monitoring cycles. Success will be measured using multiple indicators, including:

- Progress Learning growth data
- State assessment performance
- ACCESS growth and proficiency rates
- Course completion rates
- Graduation progress
- Attendance improvement
- IEP goal attainment
- Student portfolio performance
- Project rubric scores

Corrective actions will be considered effective when data demonstrate measurable improvement toward established performance targets. If expected improvements are not achieved, interventions will be revised and intensified as necessary.

Through this continuous improvement process, ANSA will ensure that assessment data are used proactively to support individual students, strengthen instructional practices, improve schoolwide performance, and fulfill the school's mission of preparing all students for success in college, careers, and civic life.

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. (No more than 2 pages)

A complete response must

- Identify how student achievement and progress will be communicated to o 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).

APPLICANT RESPONSE:

Andalusia Natural Sciences Academy (ANSA) believes that assessment information is most effective when it is communicated clearly, consistently, and collaboratively to all stakeholders. Assessment data should not be viewed merely as a reporting requirement but as an important tool for supporting student growth, strengthening partnerships with families, informing instructional decisions, and promoting continuous school improvement. As a school that anticipates serving a diverse student population, including multilingual learners, students with disabilities, gifted students, and students from a variety of cultural and linguistic backgrounds, ANSA is committed to ensuring that assessment results are accessible, understandable, and actionable for students, families, educators, the Governing Board, the Authorizer, and the broader community.

A central feature of ANSA's communication system is the active involvement of students in monitoring and understanding their own academic progress. The school believes that students achieve greater success when they are empowered to take ownership of their learning. Throughout the school year, students will regularly review benchmark assessment results, project rubric scores, course grades, portfolio artifacts, and growth data with teachers and advisors. These discussions will occur through advisory meetings, individual teacher conferences, student goal-setting sessions, digital gradebook access, portfolio reviews, and student-led conferences. Students will be encouraged to establish academic goals, monitor their

progress toward those goals, reflect on their learning experiences, and develop plans for improvement when needed. Because ANSA utilizes a Project-Based Learning (PBL) model, students will receive continuous feedback through project critiques, presentations, public exhibitions of learning, and portfolio reviews. These structures provide opportunities for students to understand not only their academic achievement but also their growth in critical thinking, collaboration, communication, creativity, and problem-solving skills.

Families are viewed as essential partners in the educational process. ANSA recognizes that meaningful family engagement contributes significantly to student success and therefore will maintain regular communication regarding academic achievement, attendance, English language development, graduation progress, intervention supports, and overall student well-being. Families will receive quarterly progress reports that summarize academic performance, progress toward standards mastery, attendance patterns, intervention participation, and project completion. Semester report cards will provide information regarding course grades, credit accumulation, progress toward graduation requirements, and teacher comments when appropriate. In addition, parents and guardians will participate in conferences and student-led conferences where students present assessment results, academic goals, portfolio evidence, project work, and reflections on their growth and areas for improvement. This approach encourages students to become active participants in their education while strengthening the partnership between school and home.

ANSA will also utilize a variety of digital communication tools to ensure timely and convenient access to student information. Families will have access to learning management systems, online gradebooks, parent portals, email communication, and text messaging systems. These tools will provide families with ongoing information about student performance and allow them to communicate directly with school staff when questions arise. Recognizing the linguistic diversity of Albuquerque and the anticipated ANSA student population, the school will make every effort to communicate in families' preferred languages whenever feasible. Translation and interpretation services will be available to ensure that multilingual families can participate fully in school activities and decision-making processes.

Communication with school leadership and the Governing Board is equally important. The Governing Board will receive quarterly reports that include schoolwide academic performance data, student growth measures, state assessment results, Progress Learning benchmark data, SAT and PSAT outcomes, ACCESS for ELLs growth, attendance indicators, graduation metrics, subgroup performance, and progress toward mission-specific goals. These reports will allow the Board to evaluate school effectiveness, monitor progress toward charter commitments, and make informed decisions regarding policy, budgeting, and resource allocation. School leadership will use the same data to guide strategic planning, professional development, intervention efforts, and continuous improvement initiatives.

ANSA will also maintain transparent communication with its Authorizer and the broader community. The school will provide all required accountability reports, including state assessment results, graduation outcomes, English Learner progress, special education outcomes, mission-specific goal performance, and operational reports. In addition, ANSA will share aggregate school performance data with the community through annual reports, school website updates, Governing Board meetings, community presentations, family engagement events, and public exhibitions of student learning. While maintaining compliance with FERPA

and protecting student privacy, the school will ensure that stakeholders have access to meaningful information regarding school performance and student success.

To maximize accessibility, ANSA will employ multiple communication methods, including written reports, electronic communications, emails, text messages, phone calls, virtual meetings, in-person conferences, website postings, and translation services. These varied approaches help ensure that all stakeholders can access assessment information regardless of language, technology access, or communication preferences. Ultimately, ANSA's assessment communication system is designed to create an ongoing cycle of feedback, reflection, and improvement. By regularly sharing assessment data and engaging stakeholders in meaningful conversations about student learning, ANSA will promote transparency, strengthen partnerships, and ensure that assessment results are used effectively to support student achievement and continuous school improvement.

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). (No more than 2 pages)

A complete response must

- Include governing body bylaws in **Appendix A**; and
- Summarize key governance components in the application response as follows: o 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.

APPLICANT RESPONSE:

Governing Board Composition

ANSA's Governing Board will consist of **seven (7) voting members**. The Board will be intentionally composed of individuals with expertise in education, finance, law, business, community engagement, facilities, and organizational leadership. The Board will seek to reflect the diversity of the Albuquerque community and the student population served by the school. Board members will serve **staggered three-year terms** to ensure continuity and institutional stability. Members may be reappointed in accordance with the school's bylaws and governing policies. Vacancies occurring between terms may be filled through Board appointment until the next regular election or appointment cycle.

The Board may also appoint non-voting advisory members when specialized expertise is needed to support school initiatives or strategic planning.

Board Officers

The Governing Board will annually elect the following officers:

Board President

The President will preside over meetings, establish meeting agendas in collaboration with school leadership, facilitate Board operations, appoint committee members, and serve as the primary liaison between the Board and the Head Administrator.

Vice President

The Vice President will assume the responsibilities of the Chair in the Chair's absence and assist with Board leadership and committee coordination.

Secretary

The Secretary will ensure that accurate meeting minutes are maintained, oversee official records, monitor compliance with Open Meetings Act requirements, and ensure proper documentation of Board actions.

Treasurer

The Treasurer will oversee the Board's financial review processes, monitor financial reporting, chair the Finance Committee, and assist the Board in fulfilling its fiduciary responsibilities.

Standing Committees

To support effective governance, the Board will establish standing committees that may include:

Finance and Audit Committee

Responsible for budget review, financial oversight, audits, internal controls, and long-term fiscal planning.

Academic Excellence Committee

Responsible for monitoring student achievement, academic performance, assessment results, graduation outcomes, and progress toward mission-specific goals.

Governance Committee

Responsible for Board recruitment, orientation, training, evaluation, succession planning, and bylaw review.

Executive Committee

Responsible for addressing urgent matters between regularly scheduled Board meetings and supporting Board leadership.

Additional ad hoc committees may be established as needed to address facilities, strategic planning, charter renewal, community engagement, or other school priorities.

Community Outreach and Engagement Committee

The Community Outreach and Engagement Committee will strengthen partnerships between ANSA and the broader Albuquerque community by supporting family engagement, student recruitment, community partnerships, and public outreach efforts. The committee will assist in gathering stakeholder feedback, promoting school events and exhibitions, and fostering relationships with local organizations, businesses, higher education institutions, and cultural partners. Through these efforts, the committee will help ensure that ANSA remains responsive to community needs and maintains strong connections between student learning and real-world experiences.

Roles and Responsibilities of the Governing Board

The Governing Board will:

- Establish and maintain the school's mission, vision, and strategic direction.
- Approve policies governing school operations.
- Adopt and monitor the annual budget.
- Ensure legal and regulatory compliance.
- Monitor academic, financial, and operational performance.
- Review and approve major contracts and expenditures.
- Oversee risk management and organizational sustainability.
- Evaluate the performance of the Head Administrator.
- Monitor progress toward charter goals and mission-specific indicators.
- Ensure responsible stewardship of public funds.

The Board will focus on governance and oversight rather than day-to-day management.

Relationship with School Administration

The Governing Board will delegate authority for daily operations to the Head Administrator. The Head Administrator will serve as the chief executive and instructional leader of the school and will be responsible for:

- Implementing Board policies.
- Managing personnel.
- Supervising instructional programs.
- Overseeing student services.
- Administering the budget.
- Ensuring compliance with applicable laws and regulations.
- Reporting school performance to the Governing Board.

The Head Administrator will provide regular reports regarding academic performance, financial status, enrollment, staffing, facilities, compliance, and mission-specific outcomes. The Board will evaluate the Head Administrator annually using clearly established performance indicators aligned with the charter contract, strategic plan, and school mission.

Removal from Office

Board members may be removed from office for cause, including:

- Violation of ethical standards.
- Conflict of interest violations.
- Failure to meet training requirements.
- Repeated failure to attend meetings.
- Breach of fiduciary duties.
- Conduct detrimental to the school.

Removal procedures will be governed by the school's bylaws and applicable state laws and will ensure due process. Vacancies created through resignation, removal, or expiration of terms will be filled according to Board policy.

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). (Insert table/narrative)

A complete response must

- Identify all qualifications and skill sets that the governing body will require and ensure those are represented within its regular membership;
- 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
    - 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.

APPLICANT RESPONSE:

Governing Body Qualifications and Capacity

Andalusia Natural Sciences Academy (ANSA) has intentionally assembled a Governing Board whose collective expertise reflects the diverse knowledge and skills necessary to successfully

establish, oversee, and sustain a high-performing public charter school. The proposed Governing Board includes individuals with extensive experience in educational leadership, curriculum development, special education, higher education, STEM education, engineering, business management, finance, workforce development, technology, community engagement, and student support services.

Qualifications Desired for Governing Board Members

ANSA seeks Governing Board members who possess one or more of the following qualifications:

- Educational leadership and instructional expertise
- School administration experience
- Curriculum and assessment knowledge
- Special education expertise
- Financial management and budgeting experience
- Business and organizational leadership
- STEM, engineering, and technology expertise
- Higher education and college readiness experience
- Workforce development and career pathway knowledge
- Community engagement and partnership development
- Legal, policy, and governance knowledge
- Strategic planning and organizational development
- Commitment to public education and student success

Collectively, the proposed Governing Board possesses expertise in each of these areas.

Proposed Initial Governing Board Members

Board Member	Professional Background	Expertise and Qualifications	Contribution to ANSA
Dr. Radi Abouelhassan (Founder & Proposed Head Administrator)	Ph.D. in TESOL; Resource Teacher; University Instructor; Curriculum Developer; Instructional Coach	Educational leadership, curriculum development, cognition research, project-based learning, multilingual education, teacher development, school administration	Provides educational vision, curriculum leadership, instructional oversight, strategic planning, and school implementation leadership
Kristoffer C. Smith	Level III Administrator; Level III Special Education Instructional Leader; Educational Leadership Master's Degree	Special education, student support systems, trauma-informed practices, restorative approaches, attendance intervention, career readiness	Supports student succes systems, special education oversight, intervention programs, and school culture development
Dr. Ali Abouismail	Scientist, Researcher, University Teaching Assistant, Quality Manager	STEM education, laboratory sciences, research, quality assurance, higher education, scientific inquiry	Supports science curriculum development, STEM programming, research opportunities, and academic rigor
Dr. Mohammad Yousuf	University of New Mexico Associate Professor	Artificial intelligence, communication, journalism, data science,	Supports AI integration, digital literacy, research based instruction,

		research methodology, technology integration	technology planning, and college readiness
Numair Latif	Engineer, Renewable Energy Consultant, STEM Educator, Nonprofit Leader	Engineering, environmental science, sustainability, workforce development, project-based learning, community partnerships	Supports STEM pathways, renewable energy initiatives, career readiness, and industry partnerships
Freddie Yassin	Insurance Professional, Business Leader, Economics Graduate	Business operations, financial literacy, economics, customer relations, workforce preparation	Supports fiscal oversight, business planning, community engagement, and career readiness initiatives

Collective Board Capacity

The proposed Governing Board possesses the collective expertise necessary to oversee all major aspects of school governance and operation. Board members bring substantial experience in K–12 education, higher education, special education, STEM disciplines, business management, organizational leadership, community engagement, and workforce development.

The Board's educational expertise includes curriculum design, instructional leadership, assessment systems, project-based learning, multilingual education, special education services, trauma-informed practices, and college readiness. This expertise will help ensure that ANSA successfully implements its educational model and maintains high academic expectations for all students.

The Board's STEM expertise includes engineering, environmental science, renewable energy, artificial intelligence, data science, biology, laboratory research, and technology integration. These competencies directly support ANSA's mission of preparing students for future careers in science, technology, engineering, healthcare, and other high-demand fields.

The Board also possesses significant experience in finance, economics, business operations, organizational leadership, and strategic planning. These experiences will support responsible stewardship of public funds, long-term financial sustainability, and effective organizational management.

In addition, Board members bring extensive experience working with diverse communities, multilingual learners, students with disabilities, families, higher education institutions, nonprofit organizations, and local businesses. These relationships will help strengthen community partnerships and ensure that ANSA remains responsive to the needs of Albuquerque students and families.

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. (No more than 1 page)

A complete response must

- Identify a regular and on-going governing body recruitment process, including identification of action steps, timelines, and responsible parties;
- Identify a formalized governing body potential member evaluation and selection process, including identification of action steps, timelines, and responsible parties; • Describe how the processes will ensure that all governing body vacancies are filled within 45 days;
- Describe how the processes will ensure the regular governing body membership will have all of the required qualifications and skill sets identified in question A.(2); 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.

APPLICANT RESPONSE

The Governance Committee will be responsible for overseeing Board recruitment and succession planning. On an annual basis, the committee will assess the Board's composition and identify areas where additional expertise may be needed, including education, finance, law, business, facilities, community engagement, governance, and nonprofit leadership. The committee will also seek to ensure that the Board reflects the diversity of Albuquerque and the communities served by ANSA.

When vacancies occur or anticipated openings are identified, the Governance Committee will actively recruit candidates through community outreach, professional networks, educational organizations, community partners, higher education institutions, and stakeholder recommendations. Interested individuals will complete an application describing their qualifications, experience, interest in serving, and commitment to the school's mission.

The Governance Committee will review applications and evaluate candidates using established criteria, including professional expertise, leadership experience, commitment to public education, understanding of ANSA's mission and values, ability to work collaboratively, willingness to participate in required training, and capacity to fulfill fiduciary responsibilities. Qualified candidates may be invited to participate in interviews with members of the Governance Committee and Board leadership.

Following the interview process, the Governance Committee will present recommended candidates to the full Governing Board. New Board members will be selected through a majority vote of the Governing Board during a public meeting conducted in accordance with applicable laws and Board policies. Newly appointed members will complete an orientation process that includes training on charter school governance, financial oversight, legal compliance, ethics requirements, Open Meetings Act requirements, academic accountability, and ANSA's mission, vision, and strategic goals.

To ensure ongoing effectiveness, Board members will participate in annual self-assessments and periodic evaluations conducted by the Governance Committee. Evaluation criteria may include meeting attendance, participation, committee service, compliance with training requirements, contribution to Board discussions, adherence to ethical standards, and support for the school's mission and strategic objectives. Results of these evaluations will be used to guide professional development, succession planning, and future recruitment efforts.

Through this systematic process of recruitment, evaluation, and selection, ANSA will maintain a Governing Board composed of qualified leaders who possess the skills, experience, and commitment necessary to govern the school effectively and advance its mission of preparing students for success in college, careers, and civic life.

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. (No more than 1 page)

- Identify a process for governing body member onboarding to ensure new members are properly trained and able to meet the meet the obligations and fulfill the responsibilities of governing body service, include action steps, timelines, and responsible parties;
- Identify a plan for annual governing body training, including action steps, timelines, and responsible parties;
- Describe how the plan will identify governing body training needs, meet governing body training needs, and comply with state requirements, including any requirements that may change from year to year;
- Identify any costs required to support the training plan or onboarding process and describe how those costs are supported in the budget; and
- Ensure the onboarding process and training plan address training on the open meetings act and responsibilities.

Response

The Board will implement an ongoing annual training program that complies with all New Mexico Public Education Commission (PEC) and state requirements while supporting continuous improvement in governance practices.

All Governing Board members will complete required training established by the New Mexico Public Education Commission and other applicable state agencies. Newly appointed Board members will participate in a comprehensive orientation within their first year of service. Orientation will include training on charter school governance, fiduciary responsibilities, financial oversight, academic accountability, ethics requirements, conflict-of-interest policies, strategic planning, and the roles and responsibilities of governing board members.

In compliance with state requirements, all Board members will receive annual training on the New Mexico Open Meetings Act (OMA). This training will ensure that Board members understand public meeting requirements, transparency obligations, public notice procedures, meeting documentation requirements, and ethical decision-making practices. Additional annual training will be provided regarding Inspection of Public Records Act (IPRA) requirements, governmental accountability, and public stewardship responsibilities.

To support effective governance, Board members will participate in professional development focused on:

- Academic performance and student achievement oversight
- Charter contract compliance and renewal requirements
- School finance and budget monitoring
- Audit review and internal controls
- Risk management and legal compliance
- Strategic planning and policy development
- Equity, diversity, and inclusion
- Community engagement and stakeholder relations
- Mission-specific goals and performance monitoring

The Governance Committee will annually assess Board training needs and develop a training plan based on school priorities, Board self-assessments, changes in law or policy, and areas identified for improvement. Training opportunities may be provided through the New Mexico School Boards Association, New Mexico Coalition of Educational Leaders, Public Education Commission-approved providers, legal counsel, financial consultants, charter support organizations, and other qualified professional development providers.

The Board will maintain documentation of all completed training activities and monitor compliance with state requirements. Training completion records will be reviewed annually by the Governance Committee and reported to the full Governing Board.

Funding for Board training is included in ANSA's annual operating budget. The school will allocate resources to support registration fees, conference attendance, training materials, legal compliance workshops, governance development programs, and other professional learning opportunities necessary to ensure Board effectiveness.

Through ongoing training and professional development, ANSA's Governing Board will maintain the knowledge, skills, and leadership capacity necessary to provide strong oversight, uphold public trust, and support the successful implementation of the school's mission and charter goals.

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. (No more than 1 page)

- 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 body in the following:
    - 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 Describe how the identified plan will focus on and support continuous improvement.

APPLICANT RESPONSE: To ensure accountability and continuous improvement, the Governing Board will conduct a formal self-evaluation annually.
The purpose of the self-evaluation process is to assess the Board's overall effectiveness, identify strengths and areas for growth, and develop action plans that enhance governance performance. The evaluation will focus on the Board's ability to provide strategic leadership, maintain legal and financial oversight, monitor academic performance, support school leadership, engage stakeholders, and uphold the mission and values of ANSA.
The Governance Committee will oversee the annual self-evaluation process and coordinate the administration of a Board self-assessment survey. The survey will be completed by all Board members and will evaluate key areas of governance, including:

- Understanding of roles and responsibilities
- Compliance with legal and ethical requirements
- Financial oversight and fiscal stewardship
- Academic accountability and student achievement monitoring
- Strategic planning and policy development
- Committee effectiveness

- Meeting effectiveness and productivity
- Community engagement and stakeholder relations
- Board-administration relationships
- Mission and charter goal oversight
- Individual member participation and preparedness

In addition to survey results, the Board will review objective performance indicators such as meeting attendance, training completion, committee participation, compliance with Open Meetings Act requirements, progress toward strategic goals, and oversight of academic and financial outcomes.

Following completion of the evaluation, the Governance Committee will compile and summarize findings and present them to the full Board. The Board will discuss the results during a dedicated governance review session and identify specific goals and priorities for improvement during the upcoming year.

Based on evaluation findings, the Board may implement corrective actions such as additional training, revisions to governance policies, improvements to committee structures, enhanced succession planning, changes to meeting procedures, or targeted professional development. Progress toward identified improvement goals will be monitored throughout the year by the Governance Committee and reviewed periodically by the full Board.

The results of the self-evaluation process will also inform Board recruitment efforts by identifying areas where additional expertise, diversity, or leadership capacity may be needed. The Board will use evaluation data to strengthen its effectiveness, improve decision-making, and ensure alignment with ANSA's mission and strategic priorities.

Through this annual cycle of reflection, evaluation, and improvement, ANSA's Governing Board will maintain a culture of accountability, transparency, and continuous learning. This process will help ensure that the Board remains an effective governing body capable of providing strong oversight, supporting school leadership, and promoting long-term success for students, families, and the broader community.

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. (No more than 1 page)

A complete response must

- Identify a plan for how the governing body will monitor academic performance on an ongoing basis, include action steps, timelines, responsible parties, and identified criteria or standards;
- Identify a plan for how the governing body will monitor organizational performance on an ongoing basis, include action steps, timelines, responsible parties, and identified criteria or standards;
- Identify a plan for how the governing body will monitor financial performance on an ongoing basis, include action steps, timelines, responsible parties, and identified criteria or standards; and
- Describe how each of the monitoring plans will focus on ensuring the school is meeting its mission, providing a quality education, and acting as a responsible public entity.

APPLICANT RESPONSE: The Governing Board will implement a comprehensive oversight system that utilizes data-driven decision-making, regular reporting, committee review processes, and strategic planning to monitor school performance and promote continuous improvement.

Academic Oversight

The Governing Board will monitor student achievement and academic growth through quarterly reports presented by school leadership and reviewed by the Academic Excellence Committee. Reports will include:

- State assessment results (SAT, NM-ASR, ACCESS for ELLs, and other required assessments)
- Progress Learning benchmark assessment data
- Student growth measures
- Graduation and credit accumulation rates
- Attendance and chronic absenteeism data
- English Learner progress
- Special education performance indicators
- Mission-specific goal performance
- Subgroup achievement data

The Board will compare results against charter goals, state accountability measures, and mission-specific performance indicators. When performance falls below expectations, the

Board will require school leadership to develop and implement improvement plans and will monitor progress toward corrective actions.

Financial Oversight

The Governing Board is responsible for ensuring sound fiscal management and responsible stewardship of public funds. Through the Finance and Audit Committee, the Board will review:

- Monthly financial reports
- Budget-to-actual expenditures
- Cash flow projections
- Enrollment and revenue trends
- Procurement and purchasing practices
- Audit findings and corrective actions
- Financial policies and internal controls

The Board will approve the annual budget, monitor financial performance throughout the year, and ensure that resources are allocated in a manner that supports the school's mission, strategic priorities, and student needs.

Organizational Oversight

The Board will monitor key organizational indicators to ensure the school remains operationally effective and compliant with applicable laws and regulations. Areas of review will include enrollment and retention trends, staffing and personnel stability, compliance with state and federal requirements student and family satisfaction data, facilities and safety reports, community engagement efforts, charter contract compliance, and strategic plan implementation.

School leadership will provide regular updates regarding organizational performance, risks, challenges, and opportunities for improvement.

The Governing Board will also conduct an annual review of school performance and progress toward strategic goals. Findings from academic, financial, and organizational reports will be used to establish priorities, allocate resources, evaluate leadership effectiveness, and guide continuous improvement efforts.

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 description, job search process, timelines) to hire a highly qualified administrator no later than six weeks prior to the school opening.

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. (No more than 2 pages)

A complete response must

- Identify an ongoing process for hiring a head administrator, both for the initial hiring and for any time the position becomes vacant, include action steps, timelines, responsible parties, and identified criteria or standards;
- Identify all leadership characteristics and all qualifications the head administrator must possess;
- Explain why and how the identified leadership characteristics 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, 2021; 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

APPLICANT RESPONSE:

The Governing Board will implement a comprehensive recruitment and selection process designed to identify a highly qualified educational leader with the knowledge, skills, and experience necessary to establish and lead a high-performing charter school.

Desired Leadership Characteristics

ANSA seeks a Head Administrator who demonstrates a strong commitment to student-centered learning, educational equity, academic excellence, and continuous improvement. Because ANSA's mission emphasizes project-based learning, interdisciplinary instruction, multilingual education, and college and career readiness, the successful candidate should possess the following leadership characteristics:

- Visionary leadership and strategic planning skills.
- Experience leading school improvement initiatives.
- Strong instructional leadership and curriculum expertise.
- Knowledge of Project-Based Learning (PBL) and innovative instructional practices.
- Experience supporting diverse student populations, including English Learners, students with disabilities, and gifted students.
- Strong communication, collaboration, and relationship-building skills.
- Financial and operational management experience.
- Knowledge of New Mexico educational requirements and accountability systems.
- Commitment to community engagement and stakeholder partnerships.
- Ability to recruit, develop, and retain high-quality staff.

Minimum Qualifications

The preferred Head Administrator candidate will possess:

- A master's degree or higher in education, educational leadership, administration, curriculum and instruction, or a related field.
- New Mexico administrative licensure or eligibility to obtain licensure.
- Successful teaching experience.
- Demonstrated leadership experience in a school or educational setting.
- Experience supervising personnel and managing school operations.
- Knowledge of curriculum development, assessment systems, and instructional improvement.
- Experience working with diverse student populations.

Recruitment Process

The Governing Board, through its Governance Committee and a designated Search Committee, will oversee the recruitment and selection process. The position will be widely advertised through educational leadership organizations, charter school associations, higher education institutions, professional networks, educational job boards, and community organizations. Recruitment efforts will begin no later than twelve months prior to the anticipated school opening to ensure adequate time for candidate identification, screening, interviews, and transition planning.

The recruitment process will include:

1. Development and approval of a detailed job description.
2. Public posting of the position.
3. Application review and screening.
4. Reference and background checks.

5. Multiple rounds of interviews.
6. Stakeholder input opportunities when appropriate.
7. Final recommendation by the Search Committee.
8. Approval and appointment by the Governing Board.

Selection Timeline

ANSA's Governing Board intends to hire the Head Administrator approximately six to twelve months prior to school opening and no later than six weeks before the first day of school. Early hiring will allow sufficient time for the Head Administrator to participate in startup planning activities, including staffing, budgeting, curriculum implementation, facility preparation, policy development, community outreach, and student recruitment.

Responsibilities of the Head Administrator

The Head Administrator will serve as the chief executive and instructional leader of ANSA and will be responsible for:

- Implementing the school's mission, vision, and strategic goals.
- Supervising instructional programs and student services.
- Hiring, evaluating, and supporting staff.
- Managing daily school operations.
- Administering the school budget.
- Ensuring compliance with federal, state, and charter requirements.
- Monitoring academic achievement and school performance.
- Building relationships with families and community partners.
- Reporting regularly to the Governing Board.

Evaluation and Accountability

The Head Administrator will be evaluated annually by the Governing Board using performance measures aligned with ANSA's charter goals, mission-specific goals, academic outcomes, financial performance, organizational effectiveness, and community engagement efforts. Evaluation results will inform professional growth goals and continuous improvement efforts. Through this comprehensive recruitment and selection process, ANSA will identify and retain a highly qualified educational leader capable of successfully implementing the school's innovative educational model and advancing its mission of preparing students for success in college, careers, and civic life.

C. (3) 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. (No more than 1 page)

A complete response must

- 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:
  - 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.

APPLICANT RESPONSE:

To ensure accountability and continuous improvement, the Governing Board will conduct a formal annual evaluation of the Head Administrator. The evaluation process will assess leadership effectiveness, organizational performance, academic outcomes, financial stewardship, and progress toward the school's mission and strategic objectives.

The Governing Board, with support from the Governance Committee, will oversee the evaluation process. The evaluation will be based on clearly defined performance expectations established at the beginning of each school year and aligned with the school's charter contract, strategic plan, mission-specific goals, and annual performance targets.

The evaluation will assess the Head Administrator's performance in the following areas:

Academic Leadership

- Student achievement and growth outcomes.
- Progress toward charter academic goals.
- State assessment results (SAT, NM-ASR, ACCESS for ELLs, and other required assessments).
- Progress Learning benchmark growth.
- Graduation and credit accumulation rates.
- English Learner, special education, and gifted student outcomes.
- Implementation of ANSA's Project-Based Learning model and instructional program.

Organizational Leadership

- School culture and climate.

- Student enrollment and retention.
- Staff recruitment, retention, and evaluation.
- Operational effectiveness.
- Compliance with state, federal, and charter requirements.
- Risk management and school safety.

Financial Management

- Budget development and implementation.
- Fiscal responsibility and stewardship of public funds.
- Financial reporting accuracy.
- Audit results and corrective actions.
- Long-term financial sustainability.

Community Engagement

- Family engagement and satisfaction.
- Community partnerships.
- Stakeholder communication.
- Student recruitment and outreach efforts.
- Promotion of ANSA's mission and vision within the community.

Mission and Strategic Goal Achievement

The Board will specifically evaluate the Head Administrator's effectiveness in advancing ANSA's mission of preparing students for success through rigorous project-based learning, interdisciplinary instruction, multilingual opportunities, and community-connected educational experiences. Progress toward mission-specific goals and strategic priorities will be reviewed as a central component of the evaluation process.

The evaluation will include a review of performance data, Board observations, leadership reports, stakeholder feedback, and progress toward established goals. Mid-year progress reviews will be conducted to provide formative feedback and allow opportunities for adjustment and professional growth before the annual evaluation is completed.

Following the evaluation, the Governing Board will provide a written summary of strengths, accomplishments, areas for improvement, and recommended professional growth goals for the upcoming year. The results of the evaluation will guide leadership development, contract decisions, and continuous improvement efforts.

C. (4) Name who will be on your Planning Year Team. (add additional rows as needed)

APPLICANT RESPONSE:

Name	Role on Planning Year Team
Radi Abouelhassan	Head Administrator
Kristoffer C. Smith	Board Member- Outreach
Dr. Mohammad Yousuf	Board Member
Dr. Ali Abouismail	Curriculum
Numair Latif	Curriculum- Outreach

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. (No more than 2 pages)

A complete response must

- 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.

APPLICANT RESPONSE:
Andalusia Natural Sciences Academy (ANSA) will operate under a governance and management structure designed to support its mission of empowering Albuquerque's diverse high school students through rigorous, project-based learning in science and the humanities. The organizational structure establishes clear lines of authority, accountability, communication, and collaboration while ensuring compliance with state and federal requirements and promoting effective decision-making.

At the highest level of governance, ANSA will be overseen by a seven-member Governing Board. The Governing Board is responsible for establishing the school's mission, vision, strategic priorities, policies, and performance expectations. The Board will monitor academic, financial, and organizational outcomes; ensure compliance with charter obligations and applicable laws; approve budgets and major policies; and evaluate the performance of the Head Administrator. The Board's role is governance and oversight rather than day-to-day management.

The Head Administrator serves as the chief executive and instructional leader of the school and reports directly to the Governing Board. The Head Administrator is responsible for implementing Board policies, leading school operations, supervising personnel, managing the budget, ensuring compliance, and overseeing the successful implementation of ANSA's educational program. The Head Administrator serves as the primary liaison between school staff and the Governing Board and provides regular reports regarding academic performance, enrollment, finances, staffing, and organizational effectiveness.

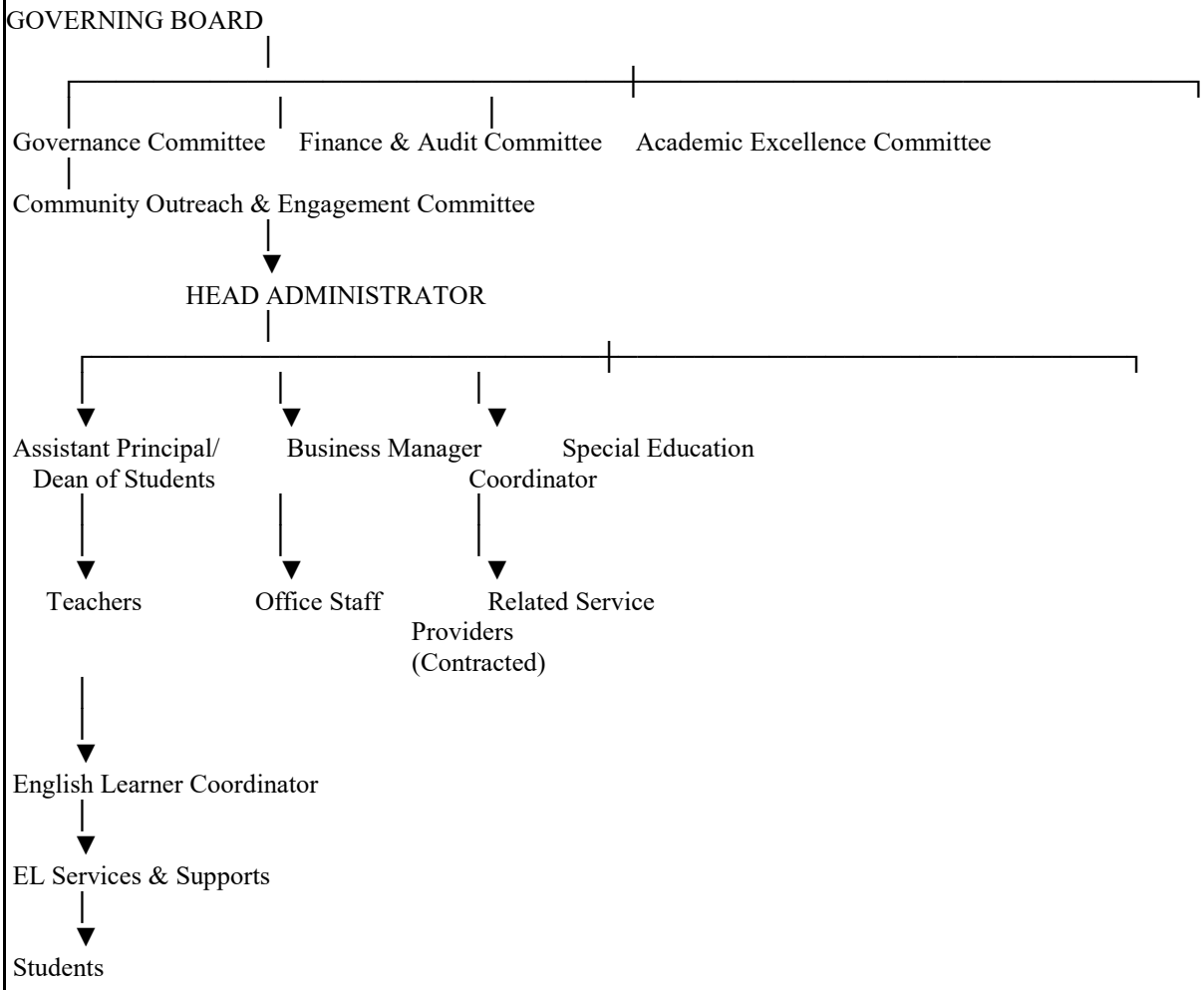
Reporting directly to the Head Administrator will be key leadership personnel who support instructional and operational functions. These positions will include an Assistant Principal, Dean of Students, Curriculum Coordinator, English Learner Coordinator, Business Manager, Counselor/Social Worker, and other instructional leaders as enrollment grows. Together, these individuals will form the school's leadership team and assist with program implementation, student support, compliance monitoring, staff supervision, and school improvement efforts.

Teachers report to the Head Administrator and/or designated instructional leaders. Teachers are responsible for implementing ANSA's curriculum, project-based learning model, assessment system, and student support practices. Teachers collaborate regularly through professional learning communities, interdisciplinary planning teams, and data review meetings to ensure consistent implementation of instructional programs and continuous improvement of student outcomes. The English Language Coordinator oversees multilingual learner services, supports language development across the curriculum, ensures implementation of WIDA standards and compliance requirements, monitors student progress, and assists teachers in providing culturally and linguistically responsive instruction aligned with ANSA's educational model.

Support staff, including educational assistants, interventionists, office personnel, counselors, and related service providers, will work collaboratively with teachers and school leadership to meet the academic, social-emotional, behavioral, and operational needs of students. Support personnel will operate under the supervision of school administration and contribute to the implementation of student services and intervention programs.

ANSA will also maintain strong partnerships with external agencies and organizations that support student success. These may will contracted providers for special education services, speech-language therapy, occupational therapy, psychological services, nursing services, transportation, legal counsel, financial auditing, information technology support, and professional development. The school will also collaborate with higher education institutions, community organizations, businesses, cultural institutions, and dual-credit partners to support student learning and postsecondary readiness.

The organizational structure promotes clear communication and accountability while supporting collaboration across all levels of the school. The Governing Board provides strategic oversight, the Head Administrator manages daily operations and instructional leadership, teachers deliver high-quality instruction, support staff provide essential student services, and community partners contribute additional expertise and opportunities. This structure ensures that all members of the organization work together toward a common goal: fulfilling ANSA's mission and providing a high-quality educational experience that prepares students for success in college, careers, and civic life.



D.(2) 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. (No more than 2 pages)

A complete response must

- Identify an ongoing staffing plan and process for hiring all necessary staff, both for the initial hiring and for any time a position becomes vacant, include action steps, timelines, responsible parties;
- Describe how the staffing plan and process will ensure the school is able to hire highly qualified staff, no later than two weeks prior to the start of the proposed school year, on an annual basis, and fill all vacancies within a reasonable time;
- 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.

APPLICANT RESPONSE: Staffing Plan

Overview

ANSA's staffing plan is designed to support effective implementation of the school's educational model while maintaining fiscal responsibility and alignment with projected enrollment. Staffing decisions are driven by student enrollment, programmatic needs, special education requirements, multilingual learner services, and the school's commitment to providing rigorous, project-based, and culturally responsive instruction.

The staffing model is intentionally phased to align with ANSA's gradual grade-level expansion. As enrollment increases, staffing will increase proportionally to maintain reasonable class sizes, support individualized instruction, and ensure successful implementation of the curriculum.

Initial Hiring Plan

The Head Administrator will oversee all recruitment, hiring, onboarding, supervision, and evaluation activities. The Governing Board will support recruitment efforts and approve employment recommendations as required by school policy.

Planning Year Timeline

Timeline	Action Step	Responsible Party
September–December (Planning Year)	Review enrollment projections and staffing needs; update job descriptions	Head Administrator
January–February	Advertise positions through NMREAP, PED, university partnerships, professional organizations, social media, and local networks	Head Administrator
February–April	Conduct recruitment outreach, attend job fairs, and identify candidate pools	Head Administrator
March–May	Review applications, conduct interviews, and complete reference checks	Hiring Committee
April–June	Issue contracts and letters of intent	Head Administrator
June–July	Complete background checks, licensure verification, and onboarding	Head Administrator
July	Conduct staff orientation and professional development	Head Administrator
No later than two weeks before school opens	All instructional positions filled and staff fully onboarded	Head Administrator

Ongoing Staffing Plan

The same hiring process will be used annually and whenever vacancies occur.
When vacancies arise, ANSA will:

1. Post positions within five business days.
2. Recruit through NMREAP, higher education partnerships, professional associations, community networks, and online employment platforms.
3. Conduct rolling interviews until positions are filled.
4. Maintain a pool of qualified candidates whenever possible.
5. Utilize substitute teachers and temporary staffing solutions when necessary to minimize disruption to instruction.

The school's goal is to fill instructional vacancies within 30–45 days whenever feasible and immediately begin recruitment efforts upon notification of a vacancy.

Ensuring Highly Qualified Staff

ANSA seeks educators who demonstrate:

- Appropriate New Mexico licensure and endorsements;
- Strong content knowledge;
- Commitment to project-based learning;
- Ability to support multilingual learners and diverse student populations;
- Experience with culturally responsive teaching;
- Interest in interdisciplinary instruction;
- Willingness to integrate technology and responsible AI literacy into instruction.

Because ANSA's model is unique, teacher selection will focus not only on credentials but also on candidates' willingness to engage in interdisciplinary collaboration and heritage-centered learning. Teachers will receive ongoing professional development in project-based learning,

STEAM integration, culturally responsive instruction, Universal Design for Learning, multilingual learner supports, and responsible AI use.

Alignment with Academic Program and Curriculum

The staffing plan directly supports implementation of ANSA's curriculum and educational philosophy.

Teachers are expected to collaborate across disciplines to develop and implement interdisciplinary projects that connect New Mexico's cultural heritage, the scientific and cultural legacy of Al-Andalus, STEAM learning, and responsible use of artificial intelligence.

The Head Administrator serves as the instructional leader and curriculum director and is responsible for curriculum oversight, instructional coaching, professional development, classroom observations, and continuous improvement efforts.

The staffing model also ensures that multilingual learners, students with disabilities, and students requiring intervention services receive appropriate support through specialized instructional staff and collaborative planning structures.

Alignment with Budget and Enrollment

The staffing plan is aligned with the school's budget and projected enrollment growth.

Year 1 staffing supports approximately 80 students in grades 9 and 10. Additional teaching positions will be added as enrollment grows and grade levels are added. Staffing increases correspond with projected enrollment increases and are reflected in the school's multi-year budget projections.

This phased approach allows ANSA to maintain financial sustainability while preserving the personalized learning environment necessary for successful implementation of project-based learning and interdisciplinary instruction.

Adjustments Based on Enrollment

ANSA recognizes that actual enrollment may differ from projected enrollment.

If enrollment exceeds projections, the school will:

- Add teaching positions as financially feasible;
- Increase instructional support staffing;
- Adjust schedules and course offerings as needed;
- Utilize reserve funds and contingency planning built into the budget.

If enrollment falls below projections, the school will:

- Delay hiring of non-essential positions;
- Reassign responsibilities where appropriate;
- Utilize multi-subject teaching assignments consistent with licensure;
- Adjust elective offerings while preserving core academic and student support services.

In all cases, ANSA will prioritize maintaining instructional quality, compliance with special education and multilingual learner requirements, and fidelity to the school's educational model.

Staff Evaluation

All staff members will participate in an annual evaluation process conducted by the Head Administrator. Evaluations will include classroom observations, student performance data, professional responsibilities, collaboration, implementation of ANSA's instructional model, and contributions to school improvement efforts. Evaluation results will inform professional development plans, coaching, and continuous improvement initiatives.

D.(3) 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. (No more than 2 pages)

A complete response must

- Identify an annual professional development plan with action steps, timelines, responsible parties, and associated costs
- Describe how the plan meets state requirements 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:
    - are supported by the budget
    - support the implementation of the proposed school's educational plan, mission, and performance goals
    - not only address required annual training, but are also tailored to address school- and teacher-specific professional development needs.

APPLICANT RESPONSE:

Professional Learning Plan

ANSA's annual calendar includes ten dedicated professional development days, including five days prior to the start of the school year and five additional days embedded throughout the year. In addition, teachers will participate in weekly professional collaboration during Friday early-release schedules, Professional Learning Communities (PLCs), instructional coaching cycles, data meetings, and collaborative planning sessions.

Professional learning at ANSA is designed not only to strengthen instructional practice, but also to ensure faithful implementation of the school's mission-centered educational model, including project-based learning, STEAM education, responsible artificial intelligence literacy, multilingual development, New Mexico cultural heritage, and the scientific and cultural legacy of Al-Andalus.

Foundational Professional Development Priorities

Prior to the opening of school each year, all staff will participate in intensive training focused on:

- ANSA's mission, vision, and educational philosophy;
- Project-Based Learning (PBL) design and implementation;
- Curriculum alignment and standards-based instruction;
- Assessment systems and data analysis;

- School culture and restorative practices;
- Student safety and mandatory reporting requirements;
- Technology integration and responsible use of artificial intelligence;
- Equity, diversity, and culturally responsive teaching;
- Heritage-centered curriculum design and the scientific and cultural legacy of Al-Andalus;
- Language development across the curriculum and multilingual learner supports.

These foundational trainings establish common expectations and ensure consistent implementation of ANSA's educational model.

Summer Professional Development Institute

Day 1: Mission, Vision, Educational Philosophy, and School Culture
Day 2: Project-Based Learning, Interdisciplinary Instruction, and STEAM Integration
Day 3: New Mexico Cultural Heritage and the Scientific and Cultural Legacy of Al-Andalus
Day 4: Language Development Across the Curriculum, WIDA Standards, and Multilingual Learner Supports
Day 5: Assessment Systems, Universal Design for Learning, Responsible AI Literacy, and School Operations

Ongoing Instructional Professional Development

Throughout the school year, professional learning will focus on improving instructional practices that directly support student achievement and mission-specific goals.

Project-Based Learning

Teachers will receive ongoing support in:

- Project design and planning;
- Authentic assessment practices;
- Student exhibitions and portfolios;
- Inquiry-based instruction;
- Community-connected learning experiences;
- Interdisciplinary curriculum development.

Heritage-Centered Curriculum Development and the Legacy of Al-Andalus

Because New Mexico's cultural heritage and the scientific and cultural legacy of Al-Andalus are central elements of ANSA's educational model, teachers will participate in ongoing professional learning focused on integrating these themes into standards-based curriculum, unit planning, project design, and instruction.

Professional learning topics include:

- Historical connections among New Mexico, Spain, and Al-Andalus;
- Contributions of Al-Andalus to mathematics, astronomy, engineering, architecture, agriculture, medicine, navigation, literature, and scholarship;
- Place-based and community-connected learning experiences;
- Heritage-centered curriculum design;
- Designing interdisciplinary projects grounded in inquiry, innovation, and problem-solving;
- Developing authentic performance tasks and exhibitions connected to heritage themes;
- Using cultural heritage to strengthen student engagement, belonging, and academic relevance;
- Ensuring historical accuracy while maintaining standards alignment.

Teachers will learn to use heritage themes as vehicles for teaching rigorous academic content rather than as isolated historical topics.

Examples may include:

- Exploring geometric principles through Islamic and New Mexican architectural design;
- Studying water management systems in Al-Andalus and comparing them with contemporary water challenges in New Mexico;
- Investigating advances in astronomy and navigation through scientific inquiry projects;
- Examining agricultural innovations and environmental sustainability;
- Exploring the transmission of scientific knowledge across civilizations;
- Connecting architecture, mathematics, engineering, and design through project-based learning experiences.

During curriculum planning sessions, interdisciplinary teacher teams will collaborate to identify heritage-centered themes, develop project frameworks, and create standards-aligned units that integrate science, mathematics, humanities, world languages, technology, and the arts.

Data-Driven Instruction

Staff will learn to:

- Analyze Progress Learning benchmark data;
- Interpret state assessment results;
- Monitor student growth;
- Use formative assessment effectively;
- Design targeted interventions for struggling students.

Literacy and Language Development Across the Curriculum

ANSA views language development as a shared responsibility of all educators. Teachers in all content areas will receive ongoing training in:

- Academic language development;
- Integrating language objectives with content objectives;
- Reading comprehension strategies;
- Writing instruction across content areas;
- Vocabulary and concept development;
- Structured academic discourse;
- Reading, writing, speaking, and listening across disciplines;
- Disciplinary literacy practices;
- Writing-to-learn strategies;
- Multilingual learner supports and scaffolds;
- Biliteracy and multilingual development.

Teachers will learn how to intentionally develop students' language skills while simultaneously teaching academic content, ensuring that multilingual learners and native English speakers alike strengthen the communication skills necessary for college and career success.

Professional Development for Special Populations

Given ANSA's projected student population, specialized training will be provided in the following areas.

English Learner Instruction

- WIDA standards implementation;
- Sheltered instruction strategies;
- Academic language development;
- Culturally and linguistically responsive practices;
- ACCESS assessment interpretation;
- Language acquisition and development;
- Content and language integration strategies.

Special Education and Inclusive Practices

- Universal Design for Learning (UDL);

- Differentiated instruction;
- Co-teaching models;
- IEP implementation;
- Multi-Tiered Systems of Support (MTSS);
- Behavioral intervention strategies;
- Inclusive classroom practices.

Gifted Education

- Differentiation for advanced learners;
- Talent development;
- Project extension opportunities;
- Inquiry-based learning;
- Supports for twice-exceptional learners.

Responsible Artificial Intelligence and Digital Literacy

As part of ANSA's mission to prepare students for the future, teachers will receive training on:

- Ethical and responsible AI use;
- AI-supported research and inquiry;
- Evaluating AI-generated information;
- Digital citizenship;
- Integrating AI into project-based learning;
- Designing assignments that promote critical thinking and authentic student work;
- Using AI as a tool for innovation, creativity, engineering, and problem-solving;
- Supporting students in evaluating bias, accuracy, and credibility in digital information.

Technology-enhanced learning will also include applications such as digital design, modeling, simulation, multimedia production, and 3-D printing projects connected to interdisciplinary learning experiences.

Professional Learning Communities

Teachers will participate in ongoing Professional Learning Communities (PLCs) organized by grade level, discipline, and interdisciplinary teams.

PLC activities include:

- Student work analysis;
- Curriculum planning;
- Assessment review;
- Data analysis;
- Intervention planning;
- Development of interdisciplinary projects;
- Heritage-centered unit design;
- Sharing effective instructional practices.

These collaborative structures support continuous improvement and strengthen instructional consistency across the school.

Instructional Coaching and Leadership Development

School leadership will provide instructional coaching focused on:

- Classroom observations;
- Goal setting;
- Reflective practice;
- Professional growth planning;
- Implementation of school initiatives;

- Curriculum development;
- Project-based learning implementation;
- Language development practices;
- Heritage-centered instruction.

Teacher leaders may also participate in leadership development opportunities to build internal capacity and support future school growth.

Evaluation of Professional Development Effectiveness

ANSA will regularly evaluate the effectiveness of professional development through:

- Classroom observations;
- Teacher feedback surveys;
- Student achievement data;
- Growth measures;
- Professional development participation records;
- Progress toward school improvement goals;
- Evidence of implementation of ANSA's instructional model.

Professional learning priorities will be adjusted annually based on student performance data, staff needs assessments, school goals, implementation data, and emerging educational research.

Budget Support

ANSA's annual budget includes dedicated funding for professional development, including training materials, instructional coaching, conference participation, consultant services, professional memberships, curriculum resources, heritage-centered curriculum development, multilingual education resources, technology integration, and staff collaboration time.
These investments ensure that educators have access to the knowledge, skills, and support necessary to implement ANSA's innovative educational model effectively and consistently.

D. 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. This shall include the following: • Categories of employees
• Salary schedules
• Benefits
• Annual number of contract days

A complete response must

- 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: o 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.

APPLICANT RESPONSE:
Andalusia Natural Sciences Academy (ANSA) will maintain a professional employment environment that promotes collaboration, accountability, equity, and continuous improvement. All employees will be employed by ANSA and will report through the school's organizational structure under the supervision of the Head Administrator or designated supervisors. Employment practices will comply with applicable federal and state laws, New Mexico Public Education Department requirements, and school policies adopted by the Governing Board.
ANSA recognizes the importance of attracting and retaining highly qualified educators and staff who are committed to the school's mission and educational model. Employment terms and conditions will be clearly outlined in employment contracts, personnel policies, employee handbooks, and annual employment agreements.

Categories of Employees
ANSA will employ personnel within the following categories:

Administrative Employees
- Head Administrator
- Assistant Principal/Dean of Students
- Business Manager
- Program Coordinators

Professional Licensed Employees
- Teachers
- Counselors
- Instructional Coaches
- Librarian/Media Specialist

Educational Support Personnel
- Educational Assistants
- Interventionists
- Administrative Assistants
- Receptionists
- Technology Support Staff

Contracted Personnel
- School Psychologists
- Nurses
- Legal Counsel
- Audit and Financial Services Providers

Employer-Employee Relationship
ANSA values open communication and collaborative problem-solving. Employees will be encouraged to participate in decision-making processes through professional learning communities, committees, staff meetings, surveys, and advisory groups. School leadership will maintain regular communication regarding school goals, expectations, policies, and performance priorities.
Should employees choose to organize or be represented by a recognized employee organization, ANSA will comply with all applicable labor laws and bargaining requirements. School leadership will work collaboratively with employee representatives to address employment-related concerns while maintaining the school's mission, operational effectiveness, and educational priorities.

Work Schedules and Contract Days

Teachers and Professional Licensed Staff
- 191 contract days annually
- 181 student instructional days
- 10 professional development and planning days
- Regular workday approximately 7:30 a.m. to 4:00 p.m.

- Weekly collaboration and professional learning during Friday early-release schedules

Head Administrator

- 230 contract days annually
- Year-round leadership responsibilities
- Additional summer planning, budgeting, staffing, and operational oversight duties

Assistant Principal, Business Manager, and Coordinators

- 220 contract days annually

Educational Assistants and Support Staff

- Approximately 185–191 contract days annually depending on position responsibilities

Salary Schedule

ANSA will establish a competitive salary schedule designed to attract and retain high-quality personnel. Salaries will be based on:

- Position and responsibilities
- Licensure level
- Educational attainment
- Relevant experience
- Available funding

The Governing Board will annually review and approve salary schedules as part of the budget process. Whenever financially feasible, ANSA will seek to maintain salaries that are competitive with local school districts and charter schools.

Benefits

Eligible employees will receive a comprehensive benefits package that may include:

- Medical insurance
- Dental insurance
- Vision insurance
- Life insurance
- Participation in the New Mexico Educational Retirement Board (ERB)
- Paid sick leave
- Personal leave
- Professional development opportunities
- Employee Assistance Program (when available)

Additional benefits may be offered based on budget availability and employee needs.

Evaluation and Employment Renewal

All employees will participate in performance evaluations consistent with New Mexico requirements and school policies. Evaluations will focus on professional performance, student outcomes, instructional effectiveness, collaboration, and contribution to school goals. Employment renewal decisions will be based on performance, organizational needs, licensure status, and available funding.

E. 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. (No more than 2 pages)

A complete response must

- Identify school operation and governance structures that will provide the following:
    - A meaningful opportunity for parental input and participation
    - A meaningful opportunity for professional educator input and participation
    - A meaningful opportunity for community input and participation;
- Describe how the structures will facilitate parental involvement that will help advance the proposed school's mission;
- 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.

APPLICANT RESPONSE:
Andalusia Natural Sciences Academy (ANSA) believes that meaningful partnerships among families, educators, students, and community members are essential to student success and the fulfillment of the school's mission. Consistent with its commitment to project-based learning, community-connected education, and college and career readiness, ANSA will establish structures that encourage active participation from parents, professional educators, higher education partners, businesses, and community organizations in the governance and operation of the school. Participation opportunities will be voluntary and will never be required for student admission, enrollment, or continued attendance.

Family Engagement
ANSA views parents and families as valuable partners in the educational process. The school will create multiple opportunities for families to engage in student learning, school improvement efforts, and school governance. Families will be encouraged to participate through:

- Student-led conferences and portfolio presentations
- Parent-teacher conferences
- Exhibitions of learning and project showcases
- School surveys and feedback opportunities
- Family engagement events
- Volunteer opportunities
- Open houses and orientation programs
- Advisory committees and focus groups

The school will maintain regular communication with families through email, text messaging, newsletters, the school website, social media, phone calls, and parent portals. Translation and interpretation services will be provided whenever feasible to ensure meaningful participation by multilingual families.

Professional Educator Involvement
ANSA recognizes that educators play a critical role in shaping school culture, instructional quality, and student success. Teachers and professional staff will have opportunities to participate in school decision-making through:

- Professional Learning Communities (PLCs)
- Curriculum and assessment committees
- School improvement planning teams
- Leadership teams
- Staff advisory groups
- Professional development planning committees

Teachers will regularly collaborate to review student achievement data, improve instructional practices, design interdisciplinary projects, and provide recommendations regarding school improvement efforts. This collaborative approach promotes shared ownership of student outcomes and supports continuous improvement.

Community Involvement
Community engagement is central to ANSA's mission and educational model. The school will actively seek partnerships with organizations that can enrich student learning and strengthen connections between academic content and real-world experiences.
Potential partners include:

- Local businesses and industry leaders
- Universities and colleges, including UNM and CNM
- Cultural and historical organizations such as the Hispanic Community Center and the Islamic Center of New Mexico
- Science and technology organizations
- Museums and educational institutions
- Workforce development agencies
- Nonprofit organizations

Community partners may contribute through internships, mentorships, guest presentations, project support, dual-credit opportunities, service-learning experiences, and career exploration activities.

Community Outreach and Engagement Committee

To support sustained stakeholder involvement, the Governing Board will maintain a Community Outreach and Engagement Committee. The committee will strengthen relationships between the school and the broader Albuquerque community by supporting family engagement, student recruitment, community partnerships, and public outreach efforts. The committee will gather stakeholder feedback, promote school events and exhibitions, and help ensure that ANSA remains responsive to community needs and interests.

Governance Participation

Parents, educators, and community members will have opportunities to engage in school governance through attendance at Governing Board meetings, participation in public comment opportunities, service on advisory committees, and involvement in community engagement activities. Governing Board meetings will be conducted in accordance with the New Mexico Open Meetings Act and will provide opportunities for stakeholder input and transparency.

Supporting the School Mission

These structures are designed to create meaningful collaboration among students, families, educators, and community partners while supporting ANSA's mission of preparing students for success in college, careers, and civic life. By fostering strong relationships and authentic community partnerships, ANSA will create a learning environment that connects classroom learning to the rich cultural, historical, scientific, and professional resources of Albuquerque and New Mexico.

F. (2) Provide a **clear, comprehensive, and cohesive** plan to receive and process concerns and complaints from the community and parents. The plan is fair, transparent to the community, and ensures a timely and meaningful response from school administrators and the governing body. (No more than 2 pages)

- 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.

APPLICANT RESPONSE:

Andalusia Natural Sciences Academy (ANSA) is committed to maintaining a school culture built on respect, transparency, collaboration, and accountability. The school recognizes that parents, students, employees, and community members may occasionally have concerns, questions, or complaints regarding school operations, educational programs, personnel, policies, or services. ANSA will implement a fair, accessible, and timely process for receiving, investigating, and resolving concerns while promoting constructive communication and positive relationships among all stakeholders.

The school's complaint process is designed to encourage concerns to be addressed at the lowest appropriate level whenever possible, while providing clear procedures for escalation when issues cannot be resolved informally.

Informal Resolution

ANSA encourages individuals to first seek informal resolution whenever appropriate. Many concerns can be resolved through direct communication with the staff member most closely connected to the issue. For example:

- Classroom concerns should initially be discussed with the teacher.
- Student support concerns may be discussed with counselors, intervention staff, or coordinators.
- Operational concerns may be directed to the appropriate administrator.

Staff members will make reasonable efforts to respond promptly and work collaboratively toward a solution.

Formal Complaint Process

If a concern cannot be resolved informally, individuals may submit a formal written complaint to the Head Administrator. Complaints may be submitted in person, by email, or through forms made available on the school's website.

The complaint should include:

- A description of the concern or complaint.
- Relevant dates and individuals involved.
- Previous attempts to resolve the issue.
- Desired resolution, if applicable.

Upon receipt of a formal complaint, the Head Administrator or designee will acknowledge receipt within five business days and initiate an appropriate review process.

Investigation and Response

The Head Administrator or designated administrator will:

- Review the complaint and supporting information.
- Interview relevant parties when necessary.
- Gather and evaluate relevant documentation.
- Determine whether school policies or procedures were followed.
- Identify corrective actions when appropriate.

A written response will generally be provided within fifteen business days of receipt of the complaint. If additional time is required due to the complexity of the matter, the complainant will be informed of the anticipated timeline.

Appeal Process

If the complainant is dissatisfied with the Head Administrator's decision, an appeal may be submitted in writing to the Governing Board Chair within ten business days of receiving the decision.

The Governing Board will review the appeal in accordance with applicable laws, Board policies, and confidentiality requirements. The Board may:

- Uphold the decision.
- Modify the decision.
- Request additional investigation.
- Direct corrective action when appropriate.

The Board's decision shall be considered final unless otherwise provided by law.

Governing Board Complaints

Complaints involving the Head Administrator may be submitted directly to the Governing Board Chair. Complaints involving Governing Board members may be addressed through established Board ethics and governance procedures.

Communication and Transparency

ANSA will communicate complaint procedures through:

- Student and parent handbooks
- Employee handbooks
- School website
- Enrollment materials
- Orientation programs

The school will ensure that families understand how to access the complaint process and seek assistance when needed. Translation and interpretation services will be provided whenever feasible to ensure equitable access for multilingual families.

Confidentiality and Non-Retaliation

ANSA will maintain confidentiality to the extent permitted by law and will protect the privacy of students, families, and employees involved in complaint investigations. The school strictly prohibits retaliation against any individual who raises a concern, files a complaint, participates in an investigation, or assists in resolving a complaint.

Continuous Improvement

School leadership will periodically review complaint trends and resolution outcomes to identify opportunities for improvement in school policies, procedures, communication practices, and stakeholder engagement.

Information gathered through the complaint process will be used to strengthen school operations and improve services for students and families.

Through this structured and transparent process, ANSA will ensure that concerns are addressed fairly, respectfully, and in a timely manner while maintaining positive relationships and supporting the school's mission of providing a high-quality educational experience for all students.

F. Student Recruitment and Enrollment.

G. (1) Provide a **complete, comprehensive, and cohesive** plan to implement a lottery process. Ensure all proposed procedures and policies comply with state statutes, **support equal access** to the proposed school and demonstrate a commitment to recruiting a diverse student population; include how a wait list will be maintained. Please provide tentative timeframes or dates. (No more than 3 pages) A complete response must ● Identify a plan to implement a lottery admission process if necessary, include action steps, timelines, and responsible parties; ○ Describe each of the steps of the process to include the following: ○ Pre-lottery entry ○ Lottery ○ Post-lottery registration ○ Waitlist maintenance and entry; and ● Describe how the lottery process supports equal access to the school.

Andalusia Natural Sciences Academy (ANSA) is committed to providing equitable access to all students and ensuring that recruitment, enrollment, and admission procedures comply with the New Mexico Charter Schools Act, federal and state nondiscrimination requirements, and all applicable Public Education Commission (PEC) regulations. ANSA will operate as an open-enrollment public charter school and will not discriminate on the basis of race, ethnicity, national origin, religion, sex, disability, language proficiency, socioeconomic status, academic performance, sexual orientation, gender identity, or any other protected classification.
The school's recruitment and enrollment practices are designed to ensure that all students have equal opportunity to apply and enroll while supporting ANSA's mission of serving Albuquerque's diverse student population.

Student Recruitment Plan

ANSA will implement a comprehensive, community-based recruitment strategy beginning approximately twelve months prior to the school's opening and continuing throughout each enrollment cycle. Recruitment efforts will focus on reaching families from diverse backgrounds across Albuquerque and ensuring awareness of the school's educational program.
Recruitment activities may include:

- Community information sessions
- School open houses
- Presentations at community centers, libraries, and cultural organizations
- Participation in school choice fairs
- Social media campaigns
- School website and online information sessions
- Distribution of brochures and informational materials
- Outreach to middle schools
- Collaboration with community organizations and faith-based organizations
- Family engagement events

Special attention will be given to reaching populations that may be historically underserved, including multilingual families, students with disabilities, economically disadvantaged families, and students from diverse cultural and linguistic backgrounds. Recruitment materials will be provided in English and Spanish, and additional language supports will be offered whenever feasible.

Enrollment Process

ANSA will maintain a simple and accessible enrollment process. Families will be able to submit enrollment applications electronically, by mail, or in person during the enrollment period.
The application will request only information necessary to determine eligibility and contact families. The school will not require academic records, entrance examinations, interviews, essays, recommendations, prior academic performance, parent volunteer commitments, or participation in school activities as conditions for enrollment. Students who reside in New Mexico and meet applicable grade-level requirements will be eligible to apply.

Enrollment Timeline

The following tentative timeline will be used for the initial enrollment cycle and may be adjusted annually by the Governing Board.

Activity	Tentative Timeline
Recruitment Campaign Begins	August 2026
Community Information Meetings	September 2026 – February 2027
Open Enrollment Period	January 2027 – March 2027
Lottery (if necessary)	April 2027
Family Notifications	Within 5 business days following lottery

Activity	Tentative Timeline
Registration and Enrollment Verification	April – June 2027
Orientation Events	July 2027
School Opening	August 2027

Lottery Procedures

If the number of eligible applicants exceeds available seats, ANSA will conduct a random lottery in accordance with New Mexico law and charter school regulations.

The lottery process will:

- Be publicly announced.
- Be conducted fairly and transparently.
- Use a random selection method.
- Be supervised by school leadership and documented appropriately.
- Comply with all state requirements.

No student will be admitted based on academic ability, athletic ability, artistic talent, family income, language proficiency, disability status, or any other discriminatory factor.

Enrollment Preferences

ANSA may implement only those enrollment preferences specifically authorized by New Mexico law. Such preferences may include:

- Siblings of currently enrolled students.
- Children of school employees (within statutory limits).
- Other preferences authorized by applicable law.

All preferences will be applied consistently and transparently.

Waiting List Procedures

Students not selected through the lottery will be placed on a waiting list in the order established by the lottery process. Vacancies that occur after the lottery will be filled using the waiting list until the end of the enrollment period.

Families will be notified promptly when seats become available.

Equal Access and Non-Discrimination

ANSA is committed to ensuring that all students have equitable access to enrollment opportunities. Recruitment materials, enrollment procedures, lottery processes, and communication practices will be designed to remove barriers to participation and promote access for all families.

The school will actively recruit and welcome:

- English Learners
- Students with disabilities
- Gifted students
- Economically disadvantaged students
- Students from all racial, ethnic, and cultural backgrounds

No student will be denied admission based on academic achievement, language proficiency, disability status, disciplinary history (except as permitted by law), or need for specialized services.

Monitoring and Continuous Improvement

School leadership and the Community Outreach and Engagement Committee will annually review enrollment and recruitment data to evaluate the effectiveness of recruitment efforts and ensure that the student population reflects the diversity of Albuquerque. Recruitment strategies may be modified based on enrollment trends, community feedback, and school capacity.

Through these comprehensive recruitment, enrollment, and lottery procedures, ANSA will ensure fair access, transparency, legal compliance, and broad community participation while supporting the school's mission of serving Albuquerque's diverse student population.

G. (2) Provide a complete, comprehensive, and cohesive plan to implement a recruitment process. Ensure all proposed procedures and policies comply with state statutes, support equal access to the proposed school and demonstrate a commitment to the recruitment of a diverse student population. Please provide tentative timeframes or dates. (No More than 1 Pages)

A complete response must

- Identify a prospective student outreach and recruitment plan, including action steps, timelines, responsible parties, and associated costs;
- Describe:
    - how the plan is tailored to ensure equal access to the school, including how ELL students and/or LEP families will be informed about the school, actively
    - recruited and encouraged to enroll; and Community partners will be engaged and collaborated with to ensure ELL students and LEP families understand their eligibility to enroll
    - why the plan is likely to attract a student body that is demographically reflective of the local community and school district; and
- 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.

Consistent with the New Mexico Charter Schools Act and all applicable federal and state laws, ANSA will actively recruit students from throughout Albuquerque without discrimination based on race, ethnicity, national origin, religion, sex, disability, language proficiency, academic achievement, socioeconomic status, or any other protected classification.

ANSA's recruitment efforts are designed to support the school's mission of serving a diverse student population through an innovative educational program that emphasizes project-based learning, interdisciplinary studies, multilingual opportunities, college and career readiness, and New Mexico cultural heritage. Recruitment activities will focus on ensuring that families from all areas of Albuquerque are informed about the school's educational model and enrollment opportunities.

Recruitment Goals

The primary goals of ANSA's recruitment plan are to:

- Ensure broad awareness of the school throughout Albuquerque.
- Recruit a student population that reflects the diversity of the community.

- Provide equitable access to enrollment information.
- Reach historically underserved student populations.
- Inform families about ANSA's unique educational opportunities.
- Ensure compliance with all state and federal enrollment requirements.

Recruitment Strategies

ANSA will utilize multiple recruitment methods to reach prospective students and families, including:

- Community information sessions and open houses.
- School website and online information resources.
- Social media outreach and digital advertising.
- Distribution of brochures and informational materials.
- Presentations at community centers, libraries, and neighborhood organizations.
- Participation in school choice fairs and community events.
- Outreach to Albuquerque middle schools.
- Family information nights.
- Partnerships with community organizations, cultural centers, and youth-serving agencies.
- Local media and public awareness campaigns when appropriate.

Recruitment materials will be available in English and Spanish, and additional language support will be provided whenever feasible to ensure accessibility for multilingual families.

Commitment to Diverse Student Recruitment

ANSA is committed to recruiting students from all backgrounds and will actively seek to inform:

- English Learners and multilingual families.
- Students with disabilities.
- Gifted students.
- Economically disadvantaged students.
- First-generation college-bound students.
- Students from diverse racial, ethnic, and cultural backgrounds.

Recruitment efforts will emphasize that ANSA provides appropriate services and supports for all students and welcomes learners with a wide range of interests, abilities, and educational needs.

Tentative Recruitment Timeline

Activity	Timeline
Development of Recruitment Materials	July–August 2026
Launch School Website and Social Media	August 2026
Community Outreach Campaign Begins	September 2026
Open Houses and Information Sessions	October 2026 – March 2027
Middle School Outreach Activities	November 2026 – March 2027
School Choice and Community Events	Ongoing During Recruitment Period
Open Enrollment Period	January – March 2027
Lottery (If Necessary)	April 2027
Student Registration and Orientation	April – July 2027
School Opening	August 2027

Monitoring Recruitment Effectiveness

The Head Administrator and Community Outreach and Engagement Committee will monitor recruitment efforts throughout the year by reviewing inquiry data, application trends, event participation, and demographic information. Recruitment strategies will be adjusted as needed to improve outreach effectiveness and ensure broad access to enrollment opportunities.

Through this comprehensive recruitment plan, ANSA will provide equitable access to all interested students and families while building awareness of the school's mission and educational program throughout the Albuquerque community.

G. 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. (No more than 1 page) A complete response must ● Provide a governing body conflict of interest policy that includes action steps, timelines, and responsible parties; ● Describe how the policy meets the requirements of 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.

APPLICANT RESPONSE: Andalusia Natural Sciences Academy (ANSA) is committed to maintaining the highest standards of integrity, transparency, accountability, and public trust in all governance and operational activities. The Governing Board, school administrators, employees, and contractors shall conduct all school business in a manner that avoids actual conflicts of interest, perceived conflicts of interest, and situations that may compromise independent judgment or public confidence.

ANSA will comply with all applicable federal and state laws governing conflicts of interest, including the New Mexico Governmental Conduct Act, NMSA 1978 § 10-16-1 et seq., and the Charter Schools Act, as well as NMSA 1978 § 22-8B-5.2 and all applicable Public Education Commission requirements.

Policy Statement

No Governing Board member, school employee, administrator, contractor, or immediate family member shall use their position for personal financial gain or to secure special privileges, benefits, contracts, employment opportunities, or favorable treatment for themselves or related parties.

Individuals covered by this policy must disclose any actual, potential, or perceived conflict of interest that could influence, or appear to influence, their decision-making responsibilities on behalf of ANSA.

Disclosure Requirements

Board members and key employees shall:

- Complete an annual Conflict of Interest Disclosure Form.
- Disclose any actual, potential, or perceived conflicts of interest as they arise.
- Update disclosures whenever circumstances change.
- Refrain from participating in discussions, deliberations, recommendations, negotiations, or votes involving matters in which a conflict exists.

All disclosures shall be documented and maintained in accordance with school policies and applicable law.

Recusal Procedures

When a conflict of interest is identified, the individual shall:

1. Publicly disclose the conflict.
2. Abstain from participating in discussions regarding the matter.
3. Refrain from attempting to influence the decision.
4. Leave the meeting during discussion and voting on the matter when required.
5. Ensure that the recusal is documented in the meeting minutes.

The Governing Board shall determine whether a disclosed relationship constitutes a conflict requiring recusal.

Enforcement

Violations of this policy may result in disciplinary action, removal from committee assignments, removal from office when authorized by law, termination of employment, cancellation of contracts, or other corrective actions deemed appropriate by the Governing Board.

The Governance Committee will annually review compliance with this policy and recommend updates as necessary to maintain compliance with applicable laws and best practices.

Sample Conflict of Interest Disclosure Statement

I, _____, hereby disclose the following actual, potential, or perceived conflict of interest:

Nature of Relationship or Interest:

Person(s), Organization(s), or Business Entity Involved:

Description of Potential Benefit or Conflict:

I understand my obligation to disclose conflicts of interest and agree to recuse myself from any discussions, recommendations, deliberations, or votes related to this matter when required.

Signature: _____

Date: _____

Position: _____

Through this policy, ANSA will ensure that all decisions are made in the best interests of students, families, employees, and the public while maintaining transparency, ethical conduct, and public confidence in the school's governance and operations.

H. 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. (No more than 2 pages)

A complete response must

- Identify any third party relationships with specific, identified organizations that control or influence essential elements—including the existence, operation, curriculum, or instruction of the proposed charter school—that are required by a partner organization or any part of the application;
- Describe, in detail, the relationships;
- Describe why the relationships are essential or required, or how they control essential elements of the proposed charter school;

- If any such relationships exist identify the following:
  - The specific, identified organizations
  - Contact information for that organization
  - Specific individuals in the organization that will be associated with the proposed school; and
- Describe all legal implications of the essential/required relationships, including the legal benefits and responsibilities of each party.

APPLICANT RESPONSE: Does Not Apply

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.

A response is only required if relationships were identified in questions I.(1)
A complete response must

- Identify all MOUs or formal agreements that are attached in **Appendix D**; • Include proposed formal agreements or MOUs that are signed in **Appendix D**; and • Identify the responsibilities, activities, and costs of both sides.

APPLICANT RESPONSE: Does Not Apply

I. 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:

https://webnew.ped.state.nm.us/information/waivers/

A complete response must

- Identify all non-discretionary waivers that will be utilized;
- Describe how the non-discretionary waiver will support the school's plan, including the following:
  - 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;
- Describe how the discretionary waivers will support the school's plan, including the following:
  - 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.

NMSA 1978 § 22-8B-5(C) Waiver	**Description of how waiver will support the school's plan.**
Individual class load	Click here to enter text.
Teaching load	Click here to enter text.
Length of school day	Click here to enter text.
Staffing pattern	Click here to enter text.

Subject areas	Click here to enter text.
Purchase of instructional materials	Click here to enter text.
Evaluation standards for school personnel	Click here to enter text.
School principal duties	Click here to enter text.
Drivers education	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.

J. Transportation and Food.

K. (1) *If applicable, s*tate 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:

https://webnew.ped.state.nm.us/bureaus/transportation/

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.

These are awarded as "preference points" if the school plans to provide to and from school transportation to all students.

All schools must be prepared to meet IEP transportation requirements.

A complete response must

- Identify a plan for establishing transportation services at the school including specific action steps, timelines responsible parties, and associated costs that address the following:
  - Identifying equipment purchase or contracting needs
  - Identifying hiring and or contracting needs
  - Hiring or contracting
  - Establishing training needs and inspection process needs
  - Establishing travel routes and pick up/drop off points
  - Establishing transportation policies and practices
- Identifying student transportation needs;
- 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.

APPLICANT RESPONSE: Transportation Plan

Andalusia Natural Sciences Academy (ANSA) recognizes that reliable transportation is essential to ensuring equitable access to educational opportunities for students throughout Albuquerque. As an open-enrollment public charter school, ANSA intends to provide transportation services consistent with New Mexico Public Education Department requirements and available funding while supporting the school's mission of serving a diverse student population from across the metropolitan area.

ANSA plans to provide student transportation through contracted transportation services or other approved transportation arrangements that comply with New Mexico transportation regulations and safety requirements. Transportation services will be designed to maximize student access while maintaining operational and fiscal responsibility.

Transportation Service Model

During the planning year and prior to school opening, ANSA will conduct a transportation needs assessment using student application and enrollment data to identify geographic enrollment patterns and determine the most effective transportation routes and service areas. Based on anticipated enrollment patterns, the school expects to establish centralized bus stop locations in strategic areas throughout Albuquerque that provide access to students from multiple neighborhoods.

Transportation routes and schedules will be developed to:

- Promote equitable access for students throughout Albuquerque.
- Support student attendance and punctuality.
- Minimize excessive travel times.
- Ensure safe transportation practices.
- Operate within available transportation funding.
- Comply with all state transportation regulations.

Students with Disabilities

ANSA will provide transportation accommodations for eligible students with disabilities when required by a student's Individualized Education Program (IEP). Transportation services will be coordinated with special education staff and service providers to ensure compliance with federal and state special education requirements.

Safety and Compliance

All transportation services will comply with applicable New Mexico Public Education Department transportation regulations, safety standards, and operational requirements. Transportation providers will be required to maintain appropriate licensing, driver qualifications, vehicle inspections, insurance coverage, and safety procedures.

The school will establish transportation policies addressing:

- Student conduct expectations
- Bus safety procedures
- Parent communication
- Emergency response protocols
- Route changes and delays
- Transportation eligibility

Family Communication

Families will receive transportation information prior to the beginning of each school year, including:

- Bus routes and schedules
- Pick-up and drop-off locations
- Transportation policies and procedures
- Safety expectations
- Contact information for transportation concerns

Transportation updates will be communicated through the school's website, email, text messaging systems, and other communication platforms.

Budget Support

ANSA's proposed budget includes funding for student transportation services and related operational costs. Transportation expenditures will be reviewed annually based on enrollment patterns, ridership data, route efficiency, and available funding. The school will continuously

evaluate transportation services to ensure that resources are used effectively while maintaining student access and safety.

Continuous Review

School leadership will annually assess transportation effectiveness by reviewing ridership data, attendance trends, family feedback, route efficiency, and transportation costs. Adjustments may be made to routes, service areas, or transportation models to better meet student needs and support enrollment growth.

Through this transportation plan, ANSA seeks to remove barriers to participation, expand educational access for students throughout Albuquerque, and support the successful implementation of its mission while maintaining safe, reliable, and fiscally responsible transportation services.

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.

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.

A complete response must

- Identify a plan for establishing food services at the school, including specific action steps, timelines responsible parties, and associated costs that address the following: o 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.

APPLICANT RESPONSE: Andalusia Natural Sciences Academy (ANSA) recognizes that access to nutritious meals is essential to student health, academic success, attendance, and overall well-being. The school is committed to ensuring that all students have access to healthy meal options during the school day and that eligible students receive free or reduced-price meals in accordance with federal and state requirements.
ANSA plans to participate in the National School Lunch Program (NSLP) and School Breakfast Program (SBP) and will comply with all applicable United States Department of Agriculture (USDA), New Mexico Public Education Department, and Child Nutrition Program regulations. The school intends to provide meal services through a qualified food service management company, approved meal vendor, or partnership with an authorized school food service provider.
Food Service Model
Prior to opening, ANSA will finalize agreements with qualified food service providers capable of delivering nutritious, cost-effective meals that meet federal nutritional standards. As part of the planning process, ANSA has already initiated discussions with **Yasmine's Cafe**, a local food service provider, regarding potential meal services for students. Representatives from

Yasmine's Cafe shared preliminary pricing information, sample menu options, and food service procedures that could be utilized to support the school's breakfast and lunch programs. Yasmine's Cafe also discussed operational protocols designed to ensure food safety and regulatory compliance, including proper food preparation, transportation, temperature control, storage, serving procedures, sanitation practices, and staff training requirements. These discussions provided ANSA with valuable information regarding the feasibility of providing high-quality meal services while maintaining compliance with USDA, New Mexico Public Education Department, and Child Nutrition Program requirements.

The school will continue evaluating food service options during the planning year and will select a provider that best meets student nutritional needs, budgetary requirements, and regulatory standards. The selected provider will be responsible for meal preparation, delivery, food safety compliance, menu development, and record keeping as required by applicable regulations.

Students will have access to:

- Daily breakfast service
- Daily lunch service
- Free and reduced-price meal benefits for eligible students
- Accommodations for documented dietary restrictions and medical needs
- Access to drinking water throughout the school day

Meals will be designed to meet USDA nutritional guidelines and support healthy eating habits among adolescents.

Free and Reduced-Price Meals

ANSA is committed to ensuring equitable access to meal services for all students. Families will be provided information regarding eligibility for free and reduced-price meals during enrollment and annually thereafter. The school will maintain procedures for processing meal applications, protecting family confidentiality, and ensuring that eligible students receive benefits without stigma or discrimination.

Facilities and Meal Service Operations

The school's facility will include designated spaces for meal distribution and student dining. Meals most likely will be served in the multipurpose room. Meal service schedules will be coordinated with the school day to ensure students have adequate time to eat and socialize in a safe and supervised environment.

Student Wellness and Nutrition Education

Consistent with ANSA's mission and educational philosophy, the school will encourage healthy lifestyles and may incorporate nutrition, environmental sustainability, food systems, and wellness-related topics into project-based learning experiences when appropriate. These opportunities will help students understand the connections among health, science, community, and personal well-being.

Budget Support

ANSA's proposed budget includes funding for food service operations and assumes participation in federal child nutrition reimbursement programs. Revenue generated through federal and state meal reimbursements, combined with budgeted operational support, will be used to sustain meal services. The school will monitor participation rates, program costs, and reimbursement revenues annually to ensure long-term financial sustainability.

Continuous Monitoring

School leadership will regularly review meal participation rates, vendor performance, nutritional compliance, food safety practices, and stakeholder feedback. Adjustments to menus,

service delivery methods, or vendor contracts may be made to improve student satisfaction, program effectiveness, and operational efficiency.
Through this food services plan, ANSA will ensure that students have access to nutritious meals that support health, learning, and academic success while maintaining compliance with all applicable child nutrition requirements and operating within the school's approved budget.

K. Facilities/ School Environment.

Applicants must complete the required Facilities Master Plan/ Ed. Spec. Checklist form, referenced below as III M. (1), and submit it to the Public Schools Facilities Authority **no later than April 19, 2026**. The Facilities Master Plan/Ed. Spec. Checklist form can be accessed on the PSFA website at:
http://www.nmpsfa.org/legacy/pdf/planning/Con2_PSFA_Ed_Specs-FMP_Contract%20_Rev_03-05- 15.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. A complete response must ● Demonstrate the applicant submitted a Facilities Master Plan to PSFA by the deadline; and ● Demonstrate the PSFA has approved the applicant's Facilities Master Plan.
APPLICANT RESPONSE: The facility Masterplan was submitted on time, and it has been approved.

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. A complete response must ● Demonstrate the applicant has done the following: ○ 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 o 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.

APPLICANT RESPONSE: Facilities Plan

Andalusia Natural Sciences Academy (ANSA) has conducted extensive research into potential facility options within Albuquerque and has identified at least one viable property that aligns with the school's mission, educational program, enrollment projections, and operational needs. The planning team has focused its search on centrally located Albuquerque properties that provide accessibility for students from across the metropolitan area and support the school's project-based learning model.

Identified Facility

One facility identified by the planning team is located at **3831 Midway Place NE, Albuquerque, New Mexico 87109**. According to commercial real estate information, the property contains approximately **34,878 square feet** and was previously occupied by a charter school. The facility is located within Albuquerque's North I-25 corridor, providing convenient access from multiple areas of the city and proximity to major transportation routes. The property includes a fully sprinklered building, educational-use history, adequate utility infrastructure, and site characteristics that make it suitable for school operations.

The planning team believes this facility is particularly attractive because its previous use as a charter school may reduce the extent of renovations required to prepare the site for educational occupancy. Additionally, the building size closely aligns with ANSA's projected enrollment growth and educational programming needs.

Alignment with ANSA's Educational Model

ANSA's educational program emphasizes Project-Based Learning, interdisciplinary instruction, science education, technology integration, student exhibitions, and collaborative learning. The approximately 34,878-square-foot facility would provide sufficient space for:

- General education classrooms
- Science laboratory spaces
- Computer and technology laboratories
- Special education service areas
- English Learner support services
- Administrative offices
- Student collaboration and project spaces
- Library and media center
- Multipurpose and exhibition spaces
- Food service operations
- Student support services
- Teacher collaboration areas

The facility's size would allow ANSA to implement its instructional model while accommodating future enrollment growth to approximately 400–500 students. The building's flexible layout can support both traditional instructional spaces and innovative project-based learning environments.

Facility Acquisition Plan

ANSA intends to continue evaluating this and other viable facility options during the planning year. Upon charter approval, the Governing Board and Head Administrator will begin formal discussions with property owners, brokers, and financing partners to determine availability, lease terms, acquisition costs, and renovation requirements.

The anticipated timeline is as follows:

Activity	Timeline
Facility Due Diligence and Site Evaluation	Fall 2026
Lease or Purchase Negotiations	Fall–Winter 2026
Letter of Intent or Facility Agreement	Winter 2026–2027
Final Financing and Contract Approval	Spring 2027
Renovations and Facility Preparation	Spring–Summer 2027
Furniture and Technology Installation	Summer 2027
Occupancy Approvals and Inspections	July 2027
School Opening	August 2027

The school intends to secure a facility no later than six months before opening to allow sufficient time for preparation and occupancy approvals.

Capital Outlay and Funding

Preliminary estimates suggest that facility preparation, furniture, technology infrastructure, science laboratory equipment, security systems, and instructional resources may require approximately $500,000 to $1.5 million in startup capital, depending on the final facility selected and the extent of necessary renovations.

Potential funding sources include:

- Charter school startup grants
- Federal Charter Schools Program funds
- Private foundation grants
- Philanthropic contributions
- Facility financing programs
- Lease financing arrangements
- Fundraising initiatives
- Operational revenues

The Governing Board will carefully evaluate all financing options to ensure long-term financial sustainability.

Conclusion

ANSA has identified a viable facility option at 3831 Midway Place NE that appears capable of supporting the school's projected enrollment, educational model, and operational needs. The facility's previous use as a charter school, appropriate size, central location, and existing infrastructure provide evidence that ANSA can secure and prepare an appropriate educational facility in advance of opening. The planning team will continue conducting due diligence and evaluating facility options throughout the planning year to ensure that the final site fully supports the school's mission and long-term success.

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	80	9-10	20/1
Year 2	150	9-11	19/1
Year 3	260	9-12	23/1
Year 4	400	9-12	23/1
Year 5	450	9-12	23/1
At Capacity (Enrollment Cap)	600	9-12	23/1

Expectations

A complete response must

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

B. Budgets.

	B.(1) Provide, and attach as **Appendix F**, a completed 910B5 State Equalization Guarantee (SEG) Computation Revenue Estimate Worksheet, using appropriate values and computations for each year of the five-year budget plan (use projected unit value and for special education, please budget the 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. A complete response must ● 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).
	APPLICANT RESPONSE: The 910B5 SEG Revenue Worksheet was developed using Andalusia projected enrollment found in the previous section. Andalusia used the 2024-20025 Albuquerque Public School District average of SPED students (25%). To budget conservatively, the school did not include gifted students in their A/B student projections. The Teacher cost index of 1.110 was taken from other charter high schools in the area. The At-Risk Index also matches APS's figures The 910B5 SEG Revenue Worksheet is attached as Appendix F.

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.). Make sure to explain basic assumptions.

A complete response must

• Include a five-year budget plan in **Appendix G** that is based on the 910B5 SEG Revenue Worksheet from Appendix F;

• Support the proposed school's mission and all elements of the proposed program laid out in the application; and

• Align with the proposed school's five-year growth plan.

APPLICANT RESPONSE:

Andalusia Natural Sciences Academy (ANSA) developed their five-year budget collaboratively with Vertex Education to focus on the school's mission and education program. The budget uses a conservative approach that allows room for budget fluctuations and gradual growth. When developing the projected revenues and projected expenditures, the school considered the changing educational environment and chose to use conservative projections in the 910B5 projections by budgeting moderate SPED level C and D students, utilizing the minimum teacher cost index as a multiplier and basing ancillary FTE projections on actual services that other charter schools in the Albuquerque area of a similar SPED population are using.

While preparing the budget ANSA prioritized the need for a healthy fund balance to weather changes in State Equalization Guarantee funding and in anticipation of building their cash to eventually allow for a permanent school building. One of the main priorities of our budget was to be able to support ANSA's mission and education program on SEG funding and using federal flow-through funds such as Title I, Title II and IDEA-B to supplement the school's educational program. ANSA's five-year budget includes the following possible funding sources that will supplement the school's educational program; Title I, Title II, IDEA-B. Other funding sources that are anticipated are the CSP Grant, Student Transportation and the National School Lunch Program.

The school has prepared their budget to allow for yearly increases in their projected ending fund balance to build up a cash reserve and eventually find a permanent facility for their campus. The school's excess fund balance is being budgeted in object 56118

Title I

ANSA assuming that they will be identified as a Title I school. Our revenue assumption is based on the per pupil funding of Christine Duncan Heritage Academy, a charter in the Albuquerque area. The total they receive per student is around $400.

IDEA-B

ANSA anticipates receiving supplemental funding for special education from IDEA. Based on information received from other charter schools with similar demographics, we are making the assumption that the school will receive an average of approximately $1,000 per SPED student. Additional funding received from IDEA will be used to support the costs of providing ancillary services and adding additional support into the classrooms.

Facilities

ANSA is currently searching for a facility that will meet their needs of being a multifunctional space that can be used for arts education as well as a highly rigorous academic program. The school is looking for a commercial building that is a minimum of 19,977 square feet. To build a budget for facilities the school assumed they would find a space of approximately 20,000 square feet. They assumed the cost would be around $18/sq ft based on current rental rates for commercial buildings. ANSA has assumed a yearly increase of 1% to rent. The school built their budget on the assumption that the landlord would provide all buildout of the building to get it up to state adequacy standards. ANSA built the budget with the assumption that they would receive lease assistance in the first year of operations, but also have to supplement the rent from the operational fund until they find a permanent building. Expenses associated with the lease expense are found in object 54610.

Utilities

Utilities were budgeted with the assumption that they would cost similar to what other charters in similar sized buildings were paying for utilities. They also include the assumption that they would increase with the increase of enrollment. ANSA budgeted utilities with a yearly increase of 15%. Expenses associated with utilities can be found in object 54411 through 54416.

Instructional Materials

ANSA has allocated a portion of their operational funds to go towards the mandatory SEG instructional materials allocation. Amounts were estimated based on other schools with similar SEG sizes. Instructional materials expenses are budgeted in object 56112.

Supplies

ANSA has allocated money to go towards classroom supplies, testing, and building supplies. Amounts were estimated based on other schools with a similar student enrollment size. Supplies are budgeted in the 56118 object code.

Software

ANSA has allocated money to go towards classroom software, business office software, and software for the registrar. Software prices were based off oral quotes from software vendors. Software expenses are budgeted in the 56113 object code.

Professional Services

ANSA has allocated money in their five-year budget to go towards professional services. ANSA has allocated money to contract their legal services, business office services, ancillary services, other miscellaneous charges and to pay for their annual external audit.

Salary

ANSA placed a priority on finding high quality teachers and an administration that is developed to support them. During the budget process ANSA assumed they would be hiring a mix of teachers at different licensure levels but placed an emphasis on budgeting most positions at Level II to provide high quality instruction. ANSA also assumed that the majority of teachers would continue on with the school over the 5-year period and built in the salary schedule increases for the positions budgeted. Salary schedules were built to be competitive

and considered the statutory minimums of $55,000 for a Level I teacher, $65,000 for a Level II teacher, and $75,000 for a Level II teacher. Salary expenses are budgeted in the object codes starting with a 51.

Benefits

ANSA created their benefits budget to include Educational Retirement at 18.15%, Retiree Health Care at 2%, FICA at 6.2% and Medicare at 1.45%. In addition to these mandatory contributions, ANSA took into account the current NMPSIA rates with a 6% increase per year. For the purposes of the budget, ANSA assumed that all employees would participate in health and dental benefits. While this is usually not the case in schools, we wanted to be conservative with our budget. Benefits are budgeted in the object codes starting with a 52.

B. (3) 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.

A complete response must

- Describe budget control strategies **as well as** budget adjustments that will be made to meet financial budget and cash-flow challenges;
- Describe budget control strategies **as well as** budget adjustments that will be made to address the failure to receive any anticipated funding sources;
- Include explanations that are viable and realistic, based on the professional judgment of experienced, licensed, school business officials;
- Address how special education students will receive services ***before*** special education funding is provided, based on accurate 40-day counts; and
- Address how gaps between budgeted students and actual enrollment will be addressed.

APPLICANT RESPONSE:

Strategy 1: Reduce Costs

The proposed annual budgets identify projected membership with incremental increases each year. If the membership is not realized, the school plans to reduce necessary costs to balance the current year revenue with budgeted expenditures. If the shortfall is significant, the school will focus on

salary and benefits since this is a significant portion of the budget. However, the school will take into consideration the student, teacher ratio when finalizing the budget reduction plan.

Strategy 2: Timing

Andalusia Natural Sciences Academy will consider start dates for employment and contractual agreements in alignment with meeting projected enrollment goals. For example, if the enrollment is below the goal, the school may consider a delay in hiring staff. The priority will be to finalize key positions until enrollment numbers materialize.

Strategy 3: Reserve

Andalusia Natural Sciences Academy has budgeted reserves each fiscal year to allow for long-term sustainability and flexibility to address unforeseen budget shortfalls requiring a budget decrease. The school is prepared to decrease this budget line item, if necessary, and plan to replenish when budget allows. This component will be implemented only if Component 1 is unable to address the budget shortfall.

Andalusia Natural Sciences Academy will implement strong purchasing controls to ensure only allowable, necessary, and reasonable purchases are made for the benefit of the school. The school's purchasing decisions will consider the required minimal costs to operate and only initiate additional cost once the membership is realized. This will ensure that excess cost is limited without impacting successful operation of the school.

Budget Controls

The Operations Director and Business Manager will meet regularly to review the status of budget, membership, cashflow, operations of the school, etc. The Business Manager will provide financial report and recommend plan to the Director to address any changes that may require Budget Adjustment Requests (BAR) or purchasing changes to reduce or increase costs. The team will then identify strategy that will enable for goals to be met by year-end. If the outcome requires BARs, the Business Manager will follow procedure and obtain Governing Council approval during monthly meeting which may also require PED approval for transfer, increase, or decrease BARs.

Special Education Needs

Andalusia Natural Sciences Academy understands enrollment may include students who require special education services per the IEP completed at the prior school and will not receive the funding until the following school year. The proposed budget anticipates this delay and has included in Year 1 a Special Education Instructor and $68,300 for various ancillary services. The school will identify the required services per the IEP and initiate contracts with

the providers while considering maintaining costs, if applicable. For example, if group sessions is allowable to reduce costs, the school will consider this agreement with the provider.

Unforeseen Cash Flow Challenges

Andalusia Natural Sciences Academy, will monitor cash flow projections regularly to ensure that sufficient cash is available to cover current costs. This may impact timing of purchases to ensure that operations of the school are not negatively impacted. In order to assist with this, the school will pursue vendor relationships to take advantage of deferred payment options from 30 to 120 days. This plan should provide adequate cash flow to meet critical expenses such as payroll and special education services.

Andalusia Natural Sciences Academy plans to apply for additional funding to support start-up costs and assist with meeting any cash flow challenges during Year 1.

As described above, Andalusia Natural Sciences Academy will implement the following measures, if the school faces a budget shortfall:

1. Revise instructional staffing plan, which may include reduction in FTE, based on enrollment

2. Reduce costs by potentially re-organizing non-instructional positions; and eliminating variable costs like materials

3. Reduce reserve line item

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.

A complete response must

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

Andalusia Natural Sciences Academy and Vertex Education Services have worked together to create the financial policies and procedures for the school that insure solid internal controls, safeguard the school's assets, and follow New Mexico Statutes specific to New Mexico Public Schools and the New Mexico Audit Rule. Copies of the school's business office procedures and internal controls can be found in **Appendix H**.

Internal Controls

Safeguarding Assets

The proposed Andalusia Directors will set an example as ethical leaders that follow state law and rules surrounding New Mexico Public Schools. Their ethical example will set a positive example for other employees and contractors to behave in a similar manner. Segregation of duties can help to ensure a safeguarding of assets. Individuals who handle cash will not have access to the general ledger.

All cash will be received and receipted with a triplicate part receipt by the Office Manager. One receipt will go to the individual making the deposit, one will go to the business office with supporting documentation, and the third will be left in the receipt book. All cash will be counted, verified, and compared to the receipt in the receipt book by the Director of Operations the first two years and the Front Desk Clerk in later years. The deposit will always be verified by someone other than the one who initially took the cash. Once the cash has been verified it will either be locked in a safe or taken to the bank. All deposits will be made within 24 hours. The deposit slip will go to the business office to reconcile and enter the deposit into the general ledger.

Payroll Processing

Payroll processing will be performed by the Assistant Business Manager (ABM) provided by Vertex Education Services . No new employees will be added to payroll without a valid contract and valid corresponding new hire paperwork. After the ABM has entered all applicable data, they will create a review packet for the Business Manager (BM), also provided by Vertex Education Services , will review for accuracy. Once the BM has approved the packet, it will go to the Director of Operations to review and approve. After the Director of Operations has approved the payroll packet, the ABM will upload the direct deposit file and pay corresponding payroll taxes. The Business Manager will review that the upload matches the direct deposit amount indicated in the packet.

The ABM will reconcile all payroll liabilities of the school on a monthly basis. Payroll liabilities will be paid on-time by their individual due dates. The BM will review all payroll liability reconciliations for accuracy. Once the BM has approved, the Director of Operations will review and approve.

Check Disbursements

The Director of Academics, Director of Operations and the Board Treasurer will have signatory rights on the school's bank account. None of these individuals will have access to cut checks from the accounting system or make changes to the General Ledger. Individuals from Vertex Education Services with access to cut checks and make journal entries within the accounting system, will not have signatory authority on Andalusia's bank accounts.

The ABM will prepare a review packet that includes the purchase order, a packing slip or sign off of services, and an invoice. The packet will go to the BM to review and check for allowability and accuracy. Once the BM has approved, the Director of Operations will review the checks with the corresponding accuracy. If all items are accurate, the Director of Operations will sign off on the disbursements.

Reliable Financial Information

The bank accounts of the school will be reconciled on a monthly basis within two weeks of month end by the BM. All bank reconciliations will tie back to the general ledger with zero variances. The Director of Operations will review and sign off on all bank reconciliations. The BM and Director of Operations will meet weekly to discuss financial matters. Andalusia will hold monthly finance committee meetings in which a detailed packet with the schools' financials will be reviewed and discussed in detail.

The school will submit the PED Cash Report quarterly to the school's budget analyst at the NMPED. The PED Cash Report will have zero variances to the general ledger.

Operational Efficiency
Andalusia and Vertex Education Services will continue to work as a team to identify areas in which they can approve operational efficiency.
Compliance
The Director of Operations, the Business Manager and the Finance Committee will review business office procedures and internal controls on a yearly basis. As new applicable federal and state statutes, regulations, rules or GASB pronouncements become available, procedures and internal controls will be updated if necessary.
The Director of Operations and the Business Manager will attend the yearly New Mexico State Audit Rule training, the New Mexico Association of School Business Official's Fall and Spring Conferences annually as well as the yearly Spring Budget Conference put on in conjunction with the New Mexico Public Education Department to gain more information on potential changes that may need to be made to procedures or internal controls.

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.

A complete response must

- Identify the appropriate staff to perform each financial task identified in the response to B(1) and all other required financial tasks;
- Align completely with the organizational chart from response to D(1) in the Organizational Framework;
- Align completely with the budget in A(1) and A(2) responses in Financial Framework; • Describe appropriate qualifications and responsibilities for each of the identified positions; and
- Include a plan that will result in the recruitment, identification, the evaluation of candidates, and the hiring of highly qualified staff for each of the identified positions, no later than two weeks prior to the start of the proposed school year.

APPLICANT RESPONSE: ANSA and Vertex Education have been working collaboratively together in the preparation for the submission of this charter application. Vertex Education came highly recommended as an expert in New Mexico Public School Finances and has a team of twenty highly qualified employees that serve public schools in New Mexico. Many of the Business Managers on the Vertex Education team have experience working as external auditors, hold bachelor's and/or Master of Accountancy degrees, and are licensed Level II School Business Officials.

Per our organizational chart, Vertex Education is a contracted service. Vertex Education will assign both a highly qualified Business Manager and Assistant Business Manager to work with the ANSA team on-site to provide high quality business management services. Immediately following the charter approval, the ANSA Governing Board will vote on a contract with Vertex Education to immediately begin providing business management services.

Qualifications of a Business Manager and Assistant Business Manager that will meet the needs of the ANSA organization are outlined below.

Business Manager

Qualifications:

Education:

- Required: Bachelor's Degree in accounting
- Preferred: Master's Degree in accounting. MBA and/or a CPA

Experience:

- A minimum of 2 years in School Business Office or similar environment and/or

- A minimum of 4 years of experience in a supervisory accounting role

Technical Requirements:

- Proficient using business software (e.g., MS Windows, MS Outlook, MS Word, and MS Excel, Adobe PDF, etc.)
- Proficient using computer equipment and associated peripherals (e.g., computers, laptops, scanners, printers, smart cell phones, etc.)
- Proficient in Cloud computing environment (e.g., MS Office 365, online banking, online storage, etc.)
- Familiarity with accounting concepts and terminology.
- Advanced knowledge of Microsoft computer programs (advanced knowledge of Excel, pivot tables, formulas, etc.)
- Knowledge of database structures, data verification methodology, operating systems, standard software applications.
- Knowledge of payroll accounting.
- Knowledge of schoolAbility, Visions and/or AptaFund software.

Other Requirements:

- Ability to pass employment verification and background check
- Holds a New Mexico School Business Official License

Responsibilities:

Monthly

- Oversee Purchasing
- Oversee Accounts Payable including Travel & Per Diem
- Oversee Cash Receipts
- Oversee Bank Reconciliations
- Oversee Federal Programs
- Monitor Cash Flow
- Setup new vendors
- Setup new customers
- Maintains federal funds and reviews spending
- Calculate indirect costs and enter journal entries
- Submits Request for Reimbursement
- Journal entries as necessary
- Record, analyze and report financial transactions in accordance with General Accepted Accounting Principles (GAAP)
- Ensure compliance with applicable laws, regulations and rules
- Ensure compliance with Public Education Department General Administrative Regulations
- Provide the Governing Council/Board of Education with timely, accurate and relevant financial information in the form of a Finance Packet.
- Report to the Governing Council/Board of Education meetings.

Quarterly

- Provide all financial reporting to the New Mexico Public Education Department and required federal agencies including, but not limited to, Cash Reports
- Review Maintenance of Effort
- Medicaid Reimbursements
- Review Open PO Listing
- Prepare and present all Budget Adjustment Requests, as required.

Annually

- Review and create annual vendor contracts
- Enter/Import new FY POs for reoccurring expenditures
- Oversee audit, provide auditors with all necessary materials and respond to and clear all audit findings.

- Review federal awards from the prior year that need to be spent by 09/30.
- Reviews and approves 1099s
- 1099 Electronic Submission
- Semi-Annual Time & Effort Certifications
- Grant applications
- Grant amendments
- Annual budget preparation
- Present budget to the public, Board of Education and New Mexico Public Education Department, and respond to any questions.
- As needed
- Analyze, develop and implement policies, procedures and systems that improve the District/School business operations in efficiency and effectiveness.
- Invest District funds and maintain and review reconciliation of all investments, where applicable.
- Effectively handle employee and community complaints, problems and questions related to finance.

Assistant Business Manager

Qualifications:

Education:

- Associates Degree with two semesters of accounting and/or business administration
- Preferred: Bachelor's Degree in accounting and/or business administration

Experience:

- One year in School Business Office or similar environment, or
- One year working as an accountant or bookkeeper for CPA or accounting firm
- Experience requirement waived for new/recent college graduates

Technical Requirements:

- Proficient using business software (e.g., MS Windows, MS Outlook, MS Word, and MS Excel, Adobe PDF, etc.)
- Proficient using computer equipment and associated peripherals (e.g., computers, laptops, scanners, printers, smart cell phones, etc.)
- Proficient in Cloud computing environment (e.g., MS Office 365, online banking, online storage, etc.)
- Familiarity with accounting concepts and terminology.

Other Requirements:

- Ability to pass employment verification and background check

Responsibilities:

1. Compile and maintain Vertex Education-compliant records for:
- HR files for all employees
- Vendor files for all vendors
- Procurement files (as necessary)
- Payroll records
- Budget Adjustment Requests
- Grants & associated Requests for Reimbursement
- Governing Council Meeting Packets
- Other miscellaneous records

2. Manage/coordinate all HR and Payroll activities including, but not limited to:

o Collecting and entering time cards

- o Collecting and entering employee leave
- o Print Payroll checks
- o Reconcile Payroll Liabilities

3. Manage/coordinate all purchasing activities including, but not limited to:
   - o Process all Purchase Requisitions
   - o Place approved orders
   - o Process order receipts
   - o Enter invoices
   - o Print A/P checks
4. Enter cash receipts
5. Maintain Capital Asset and Inventory records
6. Scan and upload all document to Vertex Education Cloud storage
7. Support the following activities as necessary:
   - o Budget development
   - o Financial audit
   - o Fiscal Year End transition
8. Support Business Manager as necessary

In addition to the Vertex Education Business Manager and Assistant Business Manager, the Director of Operations and Office Manager will also be involved in different financial tasks for the school.

Director of Operations
Qualifications:

The Director of Operations must be filled by someone with financial experience and the willingness and ability to collaborate with the Vertex Education Team.
Both the proposed Director of Academics and Director of Operations have been actively involved in preparing the budget and developing the overall financial framework of this charter application. In addition, both proposed Directors have assisted Vertex Education in developing the ANSA financial policies for the Governing Board as well as the Internal Controls procedures.

The proposed Director of Operations worked hand-in-hand with Vertex Education to build a budget that reflected the school's mission and academic goals and create business office procedures and internal controls that ensure the safeguarding of the school's assets. The Director of Operations will serve as the school's Chief Procurement Officer (CPO) and be responsible for final approval of payroll, disbursements and Purchase Orders. The job description with a full listing of qualifications and responsibilities can be found in Appendix B.
Hiring Timeline:
Immediately following the charter approval, the ANSA Governing Board will follow the appropriate hiring process to hire the Director of Operations. The Founding Team will hire this position within the first sixty days following approval.

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.

A complete response must

- Describe how the Governing Body audit and finance committees will be formed and how they will:
  - 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.

APPLICANT RESPONSE:

The ANSA Governing Council will be responsible for financial oversight of the school. As the oversight body, the governing council will approve payment vouchers, approve budget adjustment requests (BARs), approve significant contracts of the school, and approve the Directors employment contracts and set their salaries. The ANSA Governing Council will appoint members of the Governing Council to sit on both the Finance Committee and the Audit Committee.

Finance Committee

The Treasurer and an additional board member with financial experience will be appointed by the ANSA board to serve on the Finance Committee. The Director of Operations and the Business Manager will serve as ex officio members of the Finance Committee. The Finance Committee will meet monthly with the Director of Operations and the Business Manager to review the school's monthly finance packet prepared by the Business Manager.

Monthly, the Finance Committee will review any Budget Adjustment Requests (BARs), review disbursements, review bank reconciliations, review financial statements and other analytical information, review the quarterly cash reports, review journal entries, and review the outstanding Request for Reimbursement (RfR) requests of the school.

Yearly, the Finance Committee (in conjunction with the Business Manager and Director of Operations). They will also sit on the Budget Committee and be involved and provide input in the yearly budgeted prepared by the school.

The Finance Committee will report to the other members of the Governing Council on the status of the school's financial health and provide a "do pass" or "do not pass" recommendation to the other members of the Governing Council for the financial related consent agenda items.

Audit Committee

ANSA will create a yearly Audit committee to oversee the annual external audit. The Governing Council will appoint two board members with financial experience to sit on the Audit Committee. The school will also obtain a community member with financial expertise and a parent to sit on the Audit Committee. The Director of Operations and the Business Manager will serve as ex officio members of the Audit Committee.

The Audit Committee will meet with the auditors at the beginning of the audit in an audit entrance conference. The committee members will continue to meet monthly until the audit has been released by the New Mexico State Auditor's Office. At the conclusion of the audit, the committee will meet with the auditors in the audit exit conference. If the school receives findings, the committee will work with the Director of Operations and the Business Manager to create a corrective action plan (CAP) that addresses the issue.

Once the audit has been released by the New Mexico State Auditor's Office, the audit will be discussed with Governing Council members in a public meeting.

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.

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.

APPLICANT RESPONSE: The founding team of Andalusia Natural Sciences Academy (ANSA) has engaged in a deliberate and extensive community outreach process to ensure that the proposed school reflects the educational needs, interests, and aspirations of Albuquerque families. Throughout the planning process, the founding team has sought input from parents, students, educators, community leaders, and residents from diverse cultural, linguistic, and socioeconomic backgrounds. Feedback gathered through surveys, information sessions, focus groups, and individual meetings has directly informed the design of ANSA's educational program and demonstrates substantial community interest in the proposed school.

Community Outreach Activities

ANSA's outreach efforts have included community information sessions, small-group discussions, individual meetings with families, and stakeholder surveys. A major outreach event was held at the Islamic Center of New Mexico, where the founding team presented the proposed educational model, mission, curriculum, and student opportunities. Participants were invited to provide feedback through a survey regarding their interest in the school and the proposed educational program.

Survey results indicated strong support for the proposed school. Approximately 90 percent of respondents expressed support for ANSA and indicated that they would consider enrolling their children if the school were authorized. Participants cited several factors influencing their support, including the school's commitment to rigorous academics, project-based learning, college and career readiness, and the opportunity for students to study Arabic language and culture.

In addition to the larger community information session, the founding team conducted twelve smaller focus group discussions involving participants from a variety of backgrounds, including educators, parents, community members, business professionals, multilingual families, and individuals with experience in public and charter schools. These conversations provided

valuable feedback regarding curriculum design, student supports, career pathways, family engagement, and school culture.

Evidence of Community Need

A consistent theme emerged throughout the outreach process: many families expressed a desire for educational opportunities that are not currently available in Albuquerque high schools. Participants repeatedly indicated interest in a school that combines rigorous academics with meaningful, hands-on learning experiences, strong student support systems, career preparation, and greater cultural relevance.

One of the strongest areas of support centered on ANSA's proposal to offer Arabic language instruction. Community members noted that ANSA would be one of the few public high schools in New Mexico—and potentially the only public high school in Albuquerque—to offer Arabic as part of its academic program. Families expressed enthusiasm for providing students with opportunities to develop multilingual skills and global competencies that are increasingly valuable in higher education, international relations, business, government service, and the workforce.

Participants also expressed strong support for ANSA's commitment to incorporating balanced and academically rigorous instruction related to the history and contributions of the Middle East and North Africa within world history and humanities courses. Families noted that these topics are often underrepresented in traditional curricula despite their significant contributions to science, mathematics, medicine, architecture, literature, philosophy, and world civilization. Many participants viewed this emphasis as an important opportunity to broaden students' understanding of global history while fostering cross-cultural awareness and appreciation.

Additionally, more than thirty families indicated that they would strongly consider enrolling their children at ANSA because of the school's emphasis on New Mexico history and culture, project-based learning, career pathways, STEM opportunities, and interactive instructional methods. Families expressed interest in educational experiences that connect classroom learning to real-world applications and help students develop practical skills alongside academic knowledge.

How Community Feedback Influenced School Design

Feedback gathered through outreach activities directly shaped the ANSA educational model. Community members consistently emphasized the importance of:

- Career and college readiness opportunities.
- Project-based and hands-on learning experiences.
- Strong science, technology, engineering, and mathematics programs.
- Meaningful study of New Mexico history and cultural heritage.
- Multilingual opportunities, including Arabic and Spanish.
- Strong student support systems.
- Inclusive and culturally responsive educational practices.
- Community-connected learning experiences.

These priorities are reflected throughout ANSA's mission, curriculum, instructional model, student support systems, and community partnership plans.

Ongoing Community Engagement

The founding team views community engagement as an ongoing responsibility rather than a one-time planning activity. Prior to opening, ANSA will continue conducting informational meetings, outreach events, surveys, and stakeholder discussions. Following authorization, the school's Community Outreach and Engagement Committee will continue gathering feedback from families, students, educators, and community organizations to ensure that ANSA remains responsive to community needs and aligned with its mission.

Future Outreach and Community Engagement Activities

ANSA will continue conducting community outreach throughout the planning year and after authorization to ensure ongoing community involvement in the school's development and implementation. Planned outreach activities include informational sessions, community forums, focus groups, family engagement events, presentations at community organizations, and participation in local educational and cultural events.

The school intends to expand partnerships with organizations that align with its mission, including the National Hispanic Cultural Center, local cultural organizations, higher education institutions, and community-based organizations serving Albuquerque families. These partnerships will help inform curriculum development, provide opportunities for student learning experiences, and strengthen community connections.

ANSA also plans to collaborate with programs at the University of New Mexico that focus on traditional medicine, Indigenous knowledge systems, environmental sustainability, and community health. These partnerships will support interdisciplinary learning opportunities and help students explore the relationships among science, culture, history, and community well-being.

Future outreach efforts will continue to gather feedback from families, students, educators, community leaders, and local organizations regarding project-based learning, STEAM education, multilingual opportunities, responsible artificial intelligence literacy, New Mexico cultural heritage, and the scientific and cultural legacy of Al-Andalus. Information collected through these activities will be used to strengthen school programs and ensure that ANSA remains responsive to the needs and interests of the communities it serves.

Through these ongoing outreach efforts and partnerships, ANSA seeks to build broad community support, strengthen educational opportunities for students, and create meaningful connections between classroom learning and the diverse cultural, scientific, and historical resources of New Mexico.

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.

A complete response must

- Include quantitative data that demonstrates community support from a broad audience for this proposed school;
- Include qualitative data that demonstrates community support from a broad audience for this proposed school;
- 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.

Focus Group Summary and Community Interest Data

Focus Group Date	Number of Participants	Participant Types	Number Indicating Intent to Enroll Child at ANSA	Key Themes Discussed
9/18/2025	5	Parents, Educator, Community Member	3	Project-based learning, STEM opportunities, student engagement
10/12/2025	4	Parents, Community Members	2	Arabic language instruction, cultural relevance, college readiness
11/8/2025	5	Parents, Business Professional, Educator	3	Career pathways, workforce preparation, internships
12/6/2025	4	Parents, Community Members	2	Student support systems, advisory programs, school culture
1/17/2026	5	Parents, Educator, Community Member	3	AI integration, technology education, future careers
3/5/2026	5	Parents, Community Members	3	New Mexico history, cultural heritage, project-based learning
4/4/2026	4	Parents, Community Members	2	Science curriculum, interdisciplinary learning, student exhibitions
5/10/2026	5	Parents, Educator, Community Member	3	Career pathways, dual credit opportunities, college readiness
5/15/2026	4	Parents, Community Members	2	Multilingual education, Arabic language offerings, global studies
5/22/2026	5	Parents, Community Members, Educator	3	Community partnerships, internships, service learning
5/25/2026	4	Parents, Community Members	2	School mission, enrollment interest, family engagement

Focus Group Findings

A total of **50 stakeholders** participated in eleven focus group sessions conducted between September 2025 and May 2026. Participants included parents, educators, community members, business professionals, and prospective families from diverse cultural and linguistic backgrounds.

Across all sessions, approximately **28 participants indicated that they would consider enrolling their children at ANSA if authorized**, representing more than half of all participants. Families consistently identified the following aspects of the proposed school as particularly attractive:

- Project-based and hands-on learning opportunities.

- Strong STEM and science programming.
- Career pathways and workforce preparation.
- Integration of artificial intelligence and emerging technologies.
- Arabic language instruction.
- Greater representation of Middle Eastern and North African history and culture within world history courses.
- Emphasis on New Mexico history, culture, and heritage.
- Small school environment with individualized student support.
- College and career readiness focus.

Participants also provided recommendations that directly influenced the development of ANSA's educational program. For example, community members encouraged the school to incorporate instruction related to artificial intelligence and emerging technologies. Additionally, one focus group discussion introduced the concept of the *curandera* tradition and traditional healing practices within New Mexico communities. This recommendation helped shape the school's vision for integrating culturally relevant examples into science, health, and humanities instruction.

The focus group process demonstrated not only community support for ANSA but also meaningful community participation in the design of the school's mission, curriculum, and educational priorities.

Future Outreach and Community Engagement Activities

ANSA will continue conducting community outreach throughout the planning year and after authorization to ensure ongoing community involvement in the school's development and implementation. Planned outreach activities include informational sessions, community forums, focus groups, family engagement events, presentations at community organizations, and participation in local educational and cultural events.

The school intends to expand partnerships with organizations that align with its mission, including the National Hispanic Cultural Center, local cultural organizations, higher education institutions, and community-based organizations serving Albuquerque families. These partnerships will help inform curriculum development, provide opportunities for student learning experiences, and strengthen community connections.

ANSA also plans to collaborate with programs at the University of New Mexico that focus on traditional medicine, Indigenous knowledge systems, environmental sustainability, and community health. These partnerships will support interdisciplinary learning opportunities and help students explore the relationships among science, culture, history, and community well-being.

Future outreach efforts will continue to gather feedback from families, students, educators, community leaders, and local organizations regarding project-based learning, STEAM education, multilingual opportunities, responsible artificial intelligence literacy, New Mexico cultural heritage, and the scientific and cultural legacy of Al-Andalus. Information collected through these activities will be used to strengthen school programs and ensure that ANSA remains responsive to the needs and interests of the communities it serves.

Through these ongoing outreach efforts and partnerships, ANSA seeks to build broad community support, strengthen educational opportunities for students, and create meaningful connections between classroom learning and the diverse cultural, scientific, and historical resources of New Mexico.

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.)

A complete response must

- Identify and describe specific meaningful and strategic networking relationships with local community agencies, groups, or individuals that will support the school. Include evidence of these relationships;
- Identify and describe specific meaningful and strategic resource agreements with local community agencies, groups, or individuals that will support the school. Include evidence of these relationships; and
- Describe why the applicant team believes the identified relationships demonstrate the school will be embraced and supported as the community's school and that there is abundant support for this school as a part of the community

APPLICANT RESPONSE: Community Partnerships and Strategic Relationships

The founding team of Andalusia Natural Sciences Academy (ANSA) has intentionally engaged community organizations, educational institutions, business leaders, families, and community stakeholders throughout the planning process. These relationships have not only provided valuable feedback regarding community needs but have also helped shape the school's mission, educational program, and future opportunities for students.

ANSA's educational model emphasizes project-based learning, community-connected instruction, career exploration, cultural literacy, and college readiness. As a result, the founding team has prioritized developing relationships with organizations that can provide students with authentic learning experiences, mentorship opportunities, career exploration, community engagement, and access to educational resources.

Islamic Center of New Mexico

One of the most significant community partnerships developed during the planning process has been with the Islamic Center of New Mexico (ICNM). The founding team conducted a community information session at the Center and gathered survey feedback from participating families and community members. The Center provided an opportunity for meaningful dialogue regarding educational needs, multilingual opportunities, cultural representation, and college preparation.

Feedback gathered through this partnership directly influenced the development of the school's curriculum, particularly the inclusion of Arabic language opportunities, global studies, and broader representation of Middle Eastern and North African contributions within world history instruction. The Islamic Center continues to serve as an important community partner and source of stakeholder feedback.

University of New Mexico

ANSA has benefited from significant involvement by University of New Mexico faculty members and educational professionals. Members of the founding team bring expertise from fields including education, communication, journalism, data science, artificial intelligence, STEM education, educational leadership, and student success. These relationships provide valuable access to higher education expertise and create opportunities for future collaboration related to dual-credit programs, guest speakers, mentorships, college readiness activities, and research-based instructional practices.

The school's proximity to the University of New Mexico further strengthens opportunities for future partnerships that can connect students with higher education resources and experiences.

Central New Mexico Community College

ANSA intends to develop relationships with Central New Mexico Community College (CNM) to support dual-credit opportunities, workforce development pathways, career exploration, and college readiness initiatives. CNM's extensive career and technical education programs align closely with ANSA's emphasis on preparing students for both postsecondary education and career success.

Community Stakeholders and Focus Groups

The founding team conducted multiple focus groups involving parents, educators, community members, business professionals, and other stakeholders. These conversations produced recommendations that directly influenced the school's design. For example, community members encouraged ANSA to incorporate artificial intelligence and emerging technologies into student learning experiences. Other participants emphasized the importance of connecting science instruction to New Mexico's cultural heritage, including discussions of traditional healing practices and local knowledge systems.

These interactions demonstrate that community members were active contributors to the school's development rather than simply recipients of information.

Business and Workforce Development Relationships

Community members and professionals participating in outreach activities consistently emphasized the importance of career readiness and workforce preparation. These discussions have helped shape ANSA's plans for career pathways, internships, mentorship opportunities, and project-based learning experiences connected to real-world challenges. As the school moves toward implementation, ANSA will continue developing partnerships with local employers, nonprofit organizations, and workforce development agencies to expand student opportunities.

Community Services and Student Support

The founding team includes individuals with experience in special education, behavioral health, mental health services, and student support systems. These relationships provide a strong foundation for future collaboration with community agencies that support student wellness, family services, mental health resources, and postsecondary transitions.

Future Partnership Development

ANSA views community partnerships as an essential component of its educational model. Following authorization, the school will continue expanding relationships with higher education institutions, businesses, nonprofit organizations, cultural organizations, museums, government agencies, and community groups. These partnerships will support internships, mentorships, dual-credit opportunities, career exploration, community service projects, guest speakers, and authentic project-based learning experiences.

Through these strategic relationships, ANSA will strengthen connections between classroom learning and the broader Albuquerque community while helping students develop the knowledge, skills, and experiences necessary for success in college, careers, and civic life.

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 and in the district as a whole. Ensure that the evidence establishes a compelling demand for the proposed school's educational program aligned to the economic needs of Albuquerque .

A complete response must

- 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 both the geographic area in which the school plans to locate and in the district as a whole.

Andalusia Natural Sciences Academy (ANSA) offers a distinctive educational model that is not currently available in Albuquerque's public high school landscape. While many schools provide STEM programs, career pathways, or project-based learning opportunities, ANSA uniquely combines rigorous STEM education, interdisciplinary project-based learning, artificial intelligence literacy, multilingual opportunities, New Mexico cultural studies, and workforce preparation into a coherent educational program designed specifically for the needs of Albuquerque's students and economy.

The proposed school was developed in response to extensive community outreach, focus groups, surveys, and stakeholder feedback. Families consistently expressed interest in a school that provides meaningful real-world learning experiences, stronger connections between academic content and future careers, expanded STEM opportunities, and a curriculum that better reflects the cultural diversity and historical richness of New Mexico. ANSA's educational model directly responds to those needs.

Project-Based Learning Integrated Across Disciplines

Unlike many traditional high schools where academic subjects are taught largely in isolation, ANSA will organize instruction around interdisciplinary projects that integrate science, mathematics, technology, history, language arts, and community issues. Students will investigate authentic problems, conduct research, collaborate with peers, create products, and present solutions to real audiences. This approach helps students develop critical thinking, communication, collaboration, and problem-solving skills while increasing engagement and academic relevance.

Artificial Intelligence and Emerging Technologies

One of the most innovative aspects of ANSA is the intentional integration of artificial intelligence and emerging technologies throughout the curriculum. Community members specifically encouraged the founding team to prepare students for a future increasingly shaped by artificial intelligence, automation, data science, and technological innovation.

Students will learn not only how to use AI tools responsibly but also how to evaluate information critically, understand ethical implications, analyze data, and apply emerging technologies to solve real-world problems. While some schools may offer computer science courses, few public high schools in Albuquerque provide a comprehensive approach to AI literacy integrated across multiple disciplines.

Arabic Language and Global Studies

ANSA will provide opportunities for students to study Arabic language and culture, making it one of the very few public schools in New Mexico—and potentially the only public high school in Albuquerque—to offer Arabic language instruction as part of its educational program. Arabic is one of the most widely spoken languages in the world and is recognized as a critical language by numerous governmental, educational, and business organizations.

In addition, ANSA's world history and humanities curriculum will include balanced and academically rigorous exploration of the contributions of Middle Eastern, North African, Indigenous, Hispanic, and other world civilizations. This broader perspective supports cultural understanding, global awareness, and historical literacy.

New Mexico Heritage and Community-Based Learning

ANSA also contributes a distinctive focus on New Mexico's history, culture, environment, and communities. Students will engage in projects that explore local architecture, environmental challenges, water resources, renewable energy, cultural traditions, public health, and economic development. Community feedback influenced the inclusion of culturally relevant topics such as traditional healing practices, local ecological knowledge, and historical contributions from multiple cultural groups that have shaped New Mexico.

This approach allows students to see direct connections between their education and the communities in which they live.

Alignment with Albuquerque's Workforce Needs

ANSA's educational program is intentionally aligned with sectors that are important to Albuquerque's economy and future workforce development. These sectors include:

- Science and research
- Engineering and technology

- Artificial intelligence and data science
- Renewable energy and sustainability
- Healthcare and public health
- Business and entrepreneurship
- Education and community leadership

Founding team members bring expertise in engineering, renewable energy, artificial intelligence, communication, higher education, healthcare, special education, workforce development, and business leadership. These professional experiences will help connect students to authentic learning opportunities, mentorships, internships, and career pathways.

As Albuquerque continues to grow in areas such as technology, advanced manufacturing, renewable energy, healthcare, and research, ANSA will help prepare students with the technical skills, communication abilities, problem-solving competencies, and adaptability necessary to thrive in these industries.

Significant Contribution to Public Education

ANSA's greatest contribution to public education is its ability to bring together rigorous academics, project-based learning, artificial intelligence literacy, multilingual opportunities, cultural responsiveness, and workforce preparation within a single coherent educational model. The school addresses needs identified by families, aligns with emerging workforce demands, and provides learning experiences that connect academic content to authentic challenges facing students, communities, and society.

Through this innovative approach, ANSA will expand educational opportunities available to Albuquerque students while preparing graduates to become successful college students, skilled professionals, informed citizens, and lifelong learners.

E. Appendices and Attachments

Appendix Description	Attached (Check if Yes)
Governing Body Bylaws	☐
Head Administrator Job Description	☐
Job Descriptions for Certified, Licensed, and Other Key Staff	☐
Proposed Agreements Governing Third Party Relationships and Memoranda of Understandings (MOUs) (*Required if applicable*)	☐
PSFA-Approved Projected Facility Plan Documentation	☐
Five Years of 910B5 State Equalization Guarantee (SEG) Computation Revenue Estimate Worksheets	☐
Five-year Budget Plan	☐
Internal Control Procedures	☐
Intended Student Discipline Policy	☐
Description of Intended Legal Liability Coverage	☐