

AGENDA ITEM EXECUTIVE SUMMARY

- I. Public Education Commission Meeting Date: February 10, 2017
- II. Item Title: Report From Options For Parents & The Charter School Division--Discussion And Possible Actions
 - A. Charter School Division Update
 - B. Report on Governing Body Changes
 - 1. Monte Del Sol Charter School
 - 2. Carinos De Los Ninos Charter School
 - C. Report on School Closures
 - 1. Uplift Community School
 - 2. Sage Montessori Charter School
 - 3. Estancia Valley Classical Academy
 - 4. La Resolana Leadership Academy
 - D. Report on Implementation of Monitoring Cycle
 - E. Report on Notices of Intent for 2017
- III. Executive Summary and Proposed Motions:
 - A. Charter School Division Update

Please find attached the Ongoing Actions Tracker. CSD will provide additional information.

Status of Charters Under a Notice of Intent to Revoke, Revocation Decision or Non-Renewal Decision

Charter School Name	Commission Action and Date	Alleged Violation	Status
Anthony Charter School	Non-renewal - December 10, 2014	<ul style="list-style-type: none"> • Failure to meet prior renewal conditions including: <ul style="list-style-type: none"> • Identifying how the Discovery short cycle aligns with academic program • Strategic planning by governing counsel to measure student progress • Strategic planning by governing counsel to evaluate principal • Approving all policies required by law • Failure to meet improvement plan requirements • Violations of material terms and failure to meet goals of contract • 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. 	<ul style="list-style-type: none"> • On December 9, 2016, CSD received a copy of a settlement agreement from the PED Office of General Counsel, which appears to be a settlement agreement between the PED and Anthony Charter School from January 11, 2016. That agreement was provided in the Commissioner's January meeting materials. The settlement agreement indicates Anthony Charter School will be up for renewal in December 2017.
Sage Montessori Charter School	Non-Renewal – December 7, 2016	<ul style="list-style-type: none"> • School currently maintains a 3 year average letter grade of D and has earned a D or F letter grade in each of the last three years, • School failed to meet or make progress toward a majority of the goals in the charter contract. • School failed to meet several elements of the material terms of the contract 	<ul style="list-style-type: none"> • On December 7, the PEC voted to not renew the school's charter. • On December 20, 2016, the school's decision letter was sent by email. • The school submitted a notice of appeal on January 19, 2017.

		<ul style="list-style-type: none"> • school has experienced high teacher, student, and governing body turnover, which demonstrates a lack of need for the school in the community, and • School has failed to protect student safety by failing to develop and obtain approval on a student wellness and safety plan. 	<ul style="list-style-type: none"> • On January 31, 2017 the school submitted a request to extend the deadline for filing the appellant's arguments for reversal of the chartering authority's decision. The school requested an extension to February 6, 2017. • The PED has entered into a contract with Sandy Beery to begin working through the closure process with the school.
Estancia Valley Classical Academy	Non-Renewal – December 7, 2016	<ul style="list-style-type: none"> • School's policies are in direct violation of federal law. 	<ul style="list-style-type: none"> • On December 7, the PEC voted to not renew the school's charter. • On December 20, 2016, the school's decision letter was sent by email. • The school submitted a notice of appeal on January 6, 2017. • An appeal hearing was scheduled for February 16, 2017. • The PEC filed a motion to continue the hearing. • The hearing was continued to March 2, 2017 at 1:30 PM. • The PED has entered into a contract with Sandy Beery to begin working through the closure process with the school.
Uplift Community School	Non-Renewal – December 9, 2016	<ul style="list-style-type: none"> • School currently maintains a three-year average letter grade of F and has earned a D or F letter grade in each of the last three years, 	<ul style="list-style-type: none"> • On December 9, the PEC voted to not renew the school's charter.

		<ul style="list-style-type: none"> • School failed to meet or make progress toward each of the goals in the charter contract. • School failed to meet nearly all major elements of the material terms of the contract • School experienced high teacher and student turnover. • School failed to protect student safety by failing to develop and obtain approval on a student wellness and safety plan, by failing to conduct legally required safety drills, and by violating transportation requirements. • School failed to complete summative teacher evaluations as required by NMTEACH for two years. • School failed to complete and submit statutorily required state PARCC assessments in one year. 	<ul style="list-style-type: none"> • On December 20, 2016, the school's decision letter was sent by email. • The school did not submit a letter of appeal on or before January 19, 2017. • The PED has entered into a contract with Sandy Beery to begin working through the closure process with the school.
La Resolana Leadership Academy	Non-Renewal – December 16, 2016	<ul style="list-style-type: none"> • The school currently has a deficit of \$210,032.58 of their total budget of \$822,461.24 	<ul style="list-style-type: none"> • On December 16, the APS School Board voted to not renew the school's charter. • The school submitted a notice of appeal on January 13, 2017. • The PED has entered into a contract with Sandy Beery to begin working through the closure process with the school.

Status of Commission Requested Reports, Monitoring, Inquiries, Site Visits

Charter School Name	Date of Commission Request	Matter	Next Report
Southwest Learning Centers		Ongoing investigation.	
Coral Community Charter	December 7, 2016	<ul style="list-style-type: none"> • Academic Improvement Plan • Audit Corrective Action Plan 	<ul style="list-style-type: none"> • February 8, 2017 in WebEPSS • Quarterly thereafter
Mission Achievement Success	December 7, 2016	<ul style="list-style-type: none"> • Audit Corrective Action Plan 	<ul style="list-style-type: none"> • February 8, 2017 in WebEPSS • Quarterly thereafter
Southwest Aeronautics Mathematics and Sciences	December 8, 2016	<ul style="list-style-type: none"> • Corrective actions identified in the renewal response 	<ul style="list-style-type: none"> • February 8, 2017 in WebEPSS • Quarterly thereafter
Southwest Primary Learning Center	December 8, 2016	<ul style="list-style-type: none"> • Corrective actions identified in the renewal response 	<ul style="list-style-type: none"> • February 8, 2017 in WebEPSS • Quarterly thereafter
Southwest Secondary Learning Center	December 8, 2016	<ul style="list-style-type: none"> • Corrective actions identified in the renewal response 	<ul style="list-style-type: none"> • February 8, 2017 in WebEPSS • Quarterly thereafter
Walatowa High Charter School	December 9, 2016	<ul style="list-style-type: none"> • Audit Corrective Action Plan • Corrective Action Plans <ul style="list-style-type: none"> ○ Timely STARS reporting ○ Governing board training 	<ul style="list-style-type: none"> • February 8, 2017 in WebEPSS • Quarterly thereafter

Status of Governing Body Resignations

Charter School Name	Board Member Resignation Date	Current Number of Board Members	Deadline for Filling Vacancy
Monte Del Sol Charter School	October 11, 2016	4	November 25, 2016
Monte Del Sol Charter School	January 11, 2107	4	February 24, 2017
Carinos De Los Ninos	January 11, 2017	3	February 24, 2017

Carinos De Los Ninos	January 26, 2017	3	March 12, 2017
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Schools Looking for a New Facility

Charter School Name	Date of Notification to PEC
South Valley Preparatory School	August 19, 2015
Tierra Adentro: The New Mexico School Of Academics, Art and Artesanía	September 24-25, 2015
Technology Leadership High School	November 13, 2015
La Academia Dolores Huerta	March 11, 2016
Explore Academy	March 11, 2016
Estancia Valley Classical Academy	September 24-25, 2016
Cesar Chavez Community School	October 31, 2016
Tierra Encantada Charter School	December 7, 2016

- B. Report on Governing Body Changes
 - 1. Monte Del Sol Charter School
 - 2. Carinos De Los Ninos Charter School

School Governance Change

Monte del Sol Charter School

On October 11, 2016, three vacancies were created on the Governance Board due to the resignation of Jennifer St. Clair, Elena Ortiz and James Ledyard. Although the school failed to fill the vacancies by the required due date, November 10, 2016, and was not in compliance with the charter, two new board members were designated on January 10, 2017. An additional board member, Gilbert Lopez, was removed due to non-attendance on January 10, 2017. The NMPED received notification of the resignations and removal on January 11, 2017. The NMPED received notification of the designations on January 17, 2017. Based on the submitted information, the school has two outstanding vacancies. These must be filled by February 24, 2017.

STATE CHARTER SCHOOL CHANGE OF GOVERNING BODY MEMBERSHIP FORM

Please complete and submit this form to: Charter Schools Division, Public Education Department, charter.schools@state.nm.us, Room 301, 300 Don Gaspar, Santa Fe, NM 87501

Name of State-Chartered School: **Monte del Sol Charter School**

Date submitted: **01-11-2017**

Contact Name: **Cate Moses**

E-mail: **cmoses@montedelsol.org**

Governing Board Member Name	Action	Date of Action	Reason for removal or resignation	Term of Service
Jennifer St. Clair	Resigned	Resignation approved by Governing Board 10-11-2016 Resigned: 09-25- 2016	Stated in accompanying resignation letter	From: 03-2014 To: 10-11-2016
Elena Ortiz	Resigned	Resignation approved by Governing Board 10-11-2016 Resigned: 09-26- 2016	Stated in accompanying resignation letter	From: 05-2011, renewed 06-2016 To: 10-11-2016
Gilbert Lopez	Removed	Removal approved by Governing Board 01-10-2017	Nonattendance	From: 02-2013 To: 01-10-2017
James Ledyard	Resigned	Resignation approved by Governing Board 10-11-2016 Resigned: 10-08- 2016	Moving out of state	From: 03-2016 To: 10-11-2016

Original Signature of Governing Council President or Designee: _____

Date: 1/10/17

Printed Name of Governing Council President or Designee: Cassandra Reid

Required Attachments:

This Form **MUST** include each of the following, as applicable:

- i. Notices of Resignation or Removal
 - a. The governing body minutes showing the vote to remove the member, or

Approved 2-12-16

Sept 25, 2016

Dear Board,

I apologize that my rant against Alfredo was sent to the faculty. I intended it only to be seen by the board and Alfredo. It is totally my fault for not realizing that 'Board Plus' included the faculty. I didn't mean to cause Alfredo any embarrassment in front of his colleagues. However I did intend for him to be made aware of the depth of my personal concern...**as a parent...**at his behavior and performance as a teacher and A.D. I have forwarded to Cass the email that I referred to in my rant.

As a veteran teacher and active member of NEA I was in a unique position to hear faculty concerns. I have related some to the entire board and some to Cass. I have also kept many to myself. I feel like when I've raised concerns about teacher performance I am dismissed as relying on anecdotal evidence, or just being too hard on folks. There goes Jenni, ragging on Robert and the teachers again. This dismissive attitude towards my legitimate concerns, coupled with my observations of continued unacceptable teacher behavior (by a select group of teachers) has fed my anger and resentment until it blew.

My attack was born of frustration and resentment. I wanted to shine a light on the issue that we have been dancing around since I joined the board. The issues concerning faculty culture are clearly having a negative impact on the ability of Monte to serve its students and its mission.

I thought that when I pulled both of my children from Monte that someone would ask me why. My children really loved and learned

from some of their teachers there. However, they would talk of outrageous student behavior being tolerated in class, of movie after movie being shown, and of lessons and units of study that lacked cohesion as well as common core principles. The bullying and rampant drug use was also why they begged me to transfer them. They would mention 'free days' where ZERO instruction happened while kids just read, talked or worked on homework. I can tell you that 'free days' do not exist in any of the schools that I've ever worked in. The stakes are simply too high. This has worried and concerned me for a long time. Alfredo was unfortunately the victim of my anger and resentment, but it is ultimately the students who are the victims of a broken system of teacher accountability. That's what makes me livid.

So...I blew my top and martyred myself to the cause of transparency, truth, and hopefully some REAL change in what is expected of ALL faculty at Monte. I will be moving to Moscow to join my comrade Edward Snowden. Therefore I must resign as a board member. I hope that my outburst shakes people up enough to make some significant changes. I wish you well.

Jenni

From: Elena <elena611@comcast.net>

Subject: resignation

Date: September 26, 2016 at 11:28:23 AM MDT

To: "Reid, Cassandra" <cassandra@lotustileworks.com>, board <board@montedelsol.org>

Dear Cass,

Please accept my resignation from the Governing Board at Monte del Sol. You and I have had many conversations about the challenges that Monte faces. And you know how I feel. The Monte del Sol I chose to serve as a board member does not exist anymore. What remains is a school in the middle of an existential crisis. Nobody wants to accept that, so it is business as usual. The issues which must be addressed if the school is to pull itself out of this graveyard spiral are, as follows:

- The Board is not an accurate representation of the demographics of the school. In order to be remedy that, the board development committee must find Hispanic/Latino/Immigrant community members willing to serve on the board and its committees. If it remains as it is currently staffed, it will continue to be anachronistic and out of touch.
- The school no longer has a PTA or other similar organization because of the lack of interest by community members. A recent attempt to create a booster club failed because no one was interested in helping. I suggested mandatory volunteer hours from every family, but that attempt failed because, once again , it became the responsibility of the board to make it happen. It is not up to the board. It is up to the school community. They need to be invested.
- The school's administration and board are so deeply entrenched in a system of paternalism and a colonized educational model that they are blind to the needs of the students. This behavior severely limits students autonomy and the faculty/staff's ability to utilize 'teachable moments'.
- Faculty is allowed to teach to their interests rather than to the Common Core which has created a domino effect that is currently being referred to as 'brain drain'. Motivated students and families who see college in their future will continue to leave Monte unless this is addressed.
- Faculty and staff are not being disciplined and are allowed to treat other faculty, staff and students in disrespectful ways to the point where students are leaving the school. Many of these instances also include faculty violating students' federal rights to privacy.

I cannot remain on the board for these and many other reasons which I will not elaborate on. I wish you all well.

Elena Ortiz

From: James Ledyard <jledyard@montedelsol.org>
Subject: Re: agenda for next tuesday
Date: October 8, 2016 at 12:41:46 PM MDT
To: Cassandra Reid <cassandra@lotustileworks.com>

I won't be with you all, as I know you are aware. All best wishes. Sorry my Board tenure was so brief.
Good luck,
Jim

Sent from my iPhone

On Oct 7, 2016, at 10:28 AM, Cassandra Reid <cassandra@lotustileworks.com> wrote:

<agenda 2016-10-11.pdf>

**Minutes
Governing Board
Monte del Sol Charter School
4157 Walking Rain Road
Santa Fe, NM 87507**

Tuesday January 10, 2017 6:00 PM

Voting Members Present: Michael Smith, Anne Salzmänn, Cassandra Reid, Korina Lopez, Robert Jenkins. **Voting Members Absent:** Brett Frauenglass **Non-Voting Members Present:** Robert Jessen, Tami Clarke, Jaime Sowers, Liz Tidrick, Henry Chambers, Rachel Zelizer

Call to Order: 6:07 p.m. **Motion:** Cassandra Reid; 2nd: Michael Smith

Consideration of Agenda

Motion to accept agenda Michael Smith; 2nd: Anne Salzmänn. Carried forward

Consideration of Minutes from Dec. 12, 2016 meeting.

Motion to approve minutes: Michael Smith; 2nd: Anne Salzmänn Carried forward

Announcements, Introductions, and Procedural Items

Public Comment: This section of the agenda is reserved for comment from the public on items that are not otherwise on this agenda. Public comment may be limited to five minutes per speaker, or a total of twenty minutes apportioned between members of the public who wish to address the board. Anyone wishing more time must make prior arrangements with the Chair of the Board.

There was no public comment

Reports and Action Items:

1. Foundation Report

2. Finance Committee

a. Consideration of bank reconciliations and checks

b. Consideration of BARs

BAR – 11000 - 0027 –Decrease SEG due to legislative and T&E audit

BAR – 11000 – 0028 – Transfer move budget from 2000- 1000 to cover SEG decrease

BAR 22000-0029– Increase to record additional revenue received for Athletics

BARs approved by unanimous consent.

c. Consideration of any unbudgeted purchases or contracts in excess of \$20,000

No unbudgeted purchases or contracts in excess of \$20,000

3. Head Learner report

- a. Discussion of budget picture and solutions
- b. Performance Framework update

4. Introduction of and brief discussion with George Otero, education specialist.

5. Facilities Committee

- a. Update on Investment Grade Energy Audit

6. Faculty report

- a. Reportback on shared governance

7. Student report

8. Discussion and vote on whether to amend the Charter Contract to remove the free and reduced lunch program

Motion to approve: Michael Smith; 2nd: Korina Lopez. Passed

9. Discussion and vote on Volunteer Policy

Motion to approve: Michael Smith; 2nd: Korina Lopez. Passed

10. Discussion and possible vote re revising board member terms

Tabled

11. Discussion and possible vote on raising the enrollment cap to 380 students

Tabled

12. Board Development Committee

- a. Update on recruitment of new members

b. Vote on whether to add two new Governing Board Members: Robert D. Jenkins, Jr. and Gabriel Alarcon

Motion to approve: Michael Smith; 2nd: Korina Lopez. Passed

- c. Vote on whether to remove Board Member Gilbert Lopez for non-attendance

Motion to approve: Korina Lopez; 2nd: Michael Smith. Passed

13. Head Learner Evaluation Committee

a. Update on Head Learner Evaluation process and calendar

14. Business proposed for next regular meeting

15. Adjournment: 8:39 p.m.

Motion to adjourn: Anne Salzmann; 2nd: Robert Jenkins

Next regular meeting is Tuesday February 14, 2017.

Agenda is available at montedelsol.org, and a paper copy is posted on the front door of the school.

If you are an individual with a disability who is in need of a reader, amplifier, qualified sign language interpreter, or any other form of auxiliary aid or service to attend or participate in the meeting, please contact Monte del Sol Charter School at 982-5225, at least one week prior to the meeting if possible. Public documents, including the agenda and minutes, can be provided in various accessible formats. Please contact the Office of the Head Learner at 982-5225 if a summary or other format is needed.

Directions: From Rodeo Road, take Richards Avenue south to Governor Miles, which is the first traffic light. Take a right onto Governor Miles and proceed .7 miles to Dancing Ground Road. Go left. At Walking Rain Road go left again and continue until you reach the school.

STATE CHARTER SCHOOL CHANGE OF GOVERNING BODY MEMBERSHIP FORM

Please complete and submit this form to: Charter Schools Division, Public Education Department, charter.schools@state.nm.us, Room 301, 300 Don Gaspar, Santa Fe, NM 87501

Name of State-Chartered School: Monte del Sol Charter School

Date submitted: 01-11-2017

Contact Name: Cate Moses

E-mail: [Click here to enter text.](#)

Governing Board Member Name	Action	Date of Action	Reason for removal or resignation	Term of Service
Robert D. Jenkins, Jr.	Appointed to Governing Board	01-10-2017	N/A	From: 01-10-2017 To: 01-10-2021
Gabriel Alarcon	Appointed to Governing Board	01-10-2017	N/A	From: 01-10-2017 To: 01-10-2021

Original Signature of Governing Council President or Designee: _____

Cassandra Reid

Date: 1/10/17

Printed Name of Governing Council President or Designee: _____

Cassandra Reid

Required Attachments:

This Form **MUST** include each of the following, as applicable:

- i. Notices of Resignation or Removal
 - a. The governing body minutes showing the vote to remove the member, or
 - b. The resigning member's signed and dated written resignation;
- ii. Notices of Designation:
 - a. An updated "STATEMENT OF GOVERNING BODY TO CONSULT WITH PED" signed by all current governing body members, and
 - b. An "AFFIDAVIT OF GOVERNING BODY MEMBER" signed by the new governing body member and verified by a notary public.

Approved 2-12-16

STATEMENT OF GOVERNING BODY TO CONSULT WITH PED

We, the undersigned, make up the governing body of the Monte del Sol Charter School, located in Santa Fe, New Mexico.

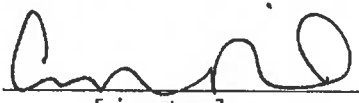
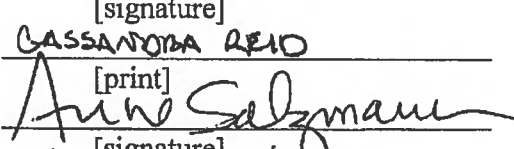
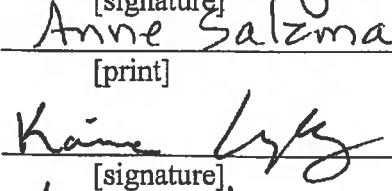
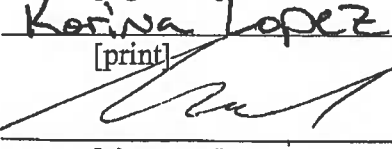
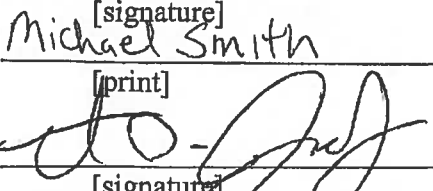
In accordance with 6.80.4.16 NMAC, we agree to consult with the New Mexico Public Education Department on any matter not covered by the manual of accounting and budgeting before taking any action related to funds held as a board of finance.

We make this statement as part of [insert name of school]'s application to the Public Education Commission for status as a board of finance under 6.80.4.16 NMAC.


We understand that we must retain or hire a Licensed School Business Manager as soon as financial feasible and, thereafter, notify the New Mexico Public Education Commission within 30 days of hiring and/or changing in a Licensed School Business Manager for the school, and a new, signed "Affidavit of Financial Custodian" must be submitted.

We understand that we must submit an Affidavit of Governing Body Member to the Public Education Commission within 60 days of a change in membership of our governing body.

THE FOLLOWING MEMBERS OF THE [INSERT NAME OF SCHOOL] GIVE THE FOREGOING STATEMENT THIS 10th DAY OF JANUARY, 2017.

1. 
[signature]
CASSANDRA REID
[print]
2. 
[signature]
Anne Salzman
[print]
3. 
[signature]
Kerina Lopez
[print]
4. 
[signature]
Michael Smith
[print]
5. 
[signature]
Robert D. Jenkins Jr.
[print]

Attach additional pages if membership exceeds five.

6. 

[signature]
GABRIEL A.
[print]

7. _____
[signature]

[print]

8. _____
[signature]

[print]

9. _____
[signature]

[print]

10. _____
[signature]

[print]

AFFIDAVIT OF GOVERNING BODY MEMBER

STATE OF NEW MEXICO)

COUNTY OF Santa Fe)

I, Robert Dunlap Jenkins Jr., after being duly sworn, state:

1. My name is Robert D. Jenkins Jr. and I reside in Santa Fe, New Mexico.

2. I am a member of the governing body of Monte del Sol Charter School in Santa Fe, New Mexico.

3. I attest that I am currently not a current governing body member of any other charter school authorized in the state of New Mexico.

4. I have never been a governing body member of a charter school that was suspended or failed to receive or maintain their board of finance designation.

5. I understand that as a member of the [insert name of school]'s governing body, I am entrusted with oversight of expenditure of public funds in accordance with all applicable laws, regulations and rules, including but without limitation any laws or rules pertaining to conflicts of interest, public school finance, and procurement.

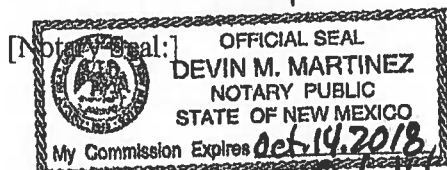
[Signature]
[Signature]

January 11, 2017
Date

Robert D. Jenkins Jr.
[Print]

VERIFICATION

The forgoing Affidavit of Governing Body Member was subscribed and sworn to before me, this 11 day of January, 2017.



[Signature]
NOTARY PUBLIC

My commission expires: Oct 14, 2018.

AFFIDAVIT OF GOVERNING BODY MEMBER

STATE OF NEW MEXICO

COUNTY OF SANTA FE

I, Gabriel Alarcon, after being duly sworn, state:

1. My name is Gabriel Alarcon and I reside in SANTA FE, New Mexico.
2. I am a member of the governing body of Monte del Sol Charter School in Santa Fe, New Mexico.
3. I attest that I am currently not a current governing body member of any other charter school authorized in the state of New Mexico.
4. I have never been a governing body member of a charter school that was suspended or failed to receive or maintain their board of finance designation.
5. I understand that as a member of the [insert name of school]'s governing body, I am entrusted with oversight of expenditure of public funds in accordance with all applicable laws, regulations and rules, including but without limitation any laws or rules pertaining to conflicts of interest, public school finance, and procurement.


[Signature]

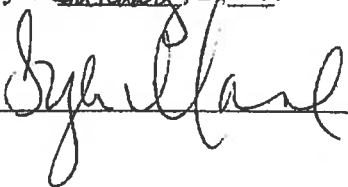
1/11/17
Date

Gabriel Alarcon
[Print]

VERIFICATION

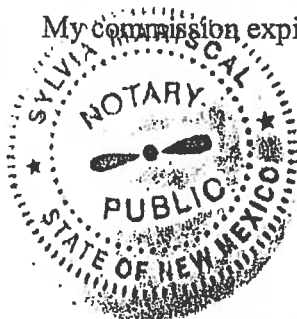
The forgoing Affidavit of Governing Body Member was subscribed and sworn to before me, this 11th day of January, 2017.

[Notary Seal:]



NOTARY PUBLIC

My commission expires: 3-23, 2019.



School Governance Change

Cariños Charter School

On August 29, 2016, a vacancy was created on the Governance Board due to the resignation of Myrna J. Romero. Although the school failed to fill the vacancy by the required due date, September 28, 2016, and was not in compliance with the charter, a new board member was designated on November 9, 2016. The NMPED received notification of the designation on November 15, 2016, however, the complete documentation required was not submitted.

On October 24, 2016 a vacancy was created on the Governance Board due to the resignation of Felix Gonzales and a new board member was designated on November 9, 2016. The NMPED received notification of the designation on November 15, 2016, however, the complete documentation required was not submitted.

On January 11, 2017, a vacancy was created on the Governance Board due to the resignation of Tomas Garcia. Notification was sent to the school on January 17, 2017, requesting missing documentation.

On January 26, 2017, a vacancy was created on the Governance Board due to the removal of Del Jimenez. On January 27, 2017, notification was sent to the school requesting missing documentation for all of the above noted changes and notifying the school of possible non-compliance due to the diminished Governing Board.

Based on CSD records, the school has only 3 board members at this time. The number of board members, along with the many resignations in a short time, raises concerns about the stability of the school's governance.



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

HANNA SKANDERA
SECRETARY OF EDUCATION

SUSANA MARTINEZ
GOVERNOR

January 27, 2017

Vernon Jaramillo
Cariños Charter School
714 Calle Don Diego
Española, NM 87532

Dear Mr. Jaramillo:

Thank you for your notification of a governing body removal dated January 26, 2017 in which Cariños Charter School provided notification to the Public Education Commission (PEC) of the removal of Del Jimenez. On January 13, 2017, notification was received of the resignation of Tomas Garcia. On November 15, 2016, notification was received of the resignation of Felix Gonzales and Myrna Romero and the designation of Leo Marquez and Glenda Sanchez.

These notifications did not contain all required information. Contact was made via email regarding the missing documentation for the two prior notifications on January 17, 2017. Documentation is still needed for all of the notification. Please provide a "Change of Governance Body Membership Form" listing all removals, resignations, and designations, "Affidavit of Governing Body Member" forms, signed and notarized, for both Mr. Marquez and Ms. Sanchez, and a "Statement to Consult with PED" no later than February 6, 2017. If the required information is not timely provided, the school will be added to the PEC's agenda for consideration and potential corrective action.

Based on the information we have received, the school currently has only three governing board members. This raises a compliance concern. Pursuant to NMSA 22-8B-4 (A), "a governing body shall have at least five members." The school should immediately take action to ensure compliance with this statutory requirement.

This notification will be presented to the PEC at the meeting on February 10, 2017. If you have any questions, please do not hesitate to contact me.

Sincerely,

A handwritten signature in cursive script that reads "Laurel Pierce".

Laurel Pierce
Options for Parents and Families

Olivas, Linda M., PED

From: Vernon Jaramillo <vernon_jaramillo@hotmail.com>
Sent: Tuesday, November 15, 2016 12:23 PM
To: Poulos, Katie, PED
Cc: Kappus, Becky, PED; Gloudemans, Phillip, PED; Olivas, Linda M., PED; Juanita Cata
Subject: Information -Update on Replacements for Carinos Board Vacancies based on recent resignations.
Attachments: Info to CSD on Board Resignations and Appointment - Nov 9, 2016.pdf

Dear Katie and Beckie,

Update and Information on Replacements of Carinos Board Members based on recent Resignations of Mr. Felix H. Gonzales and Ms. Myrna J. Romero effective November 9, 2016.

Appointment of Ms. Glenda Sanchez and Mr. Leo R. Marquez.

Ms. Glenda Sanchez holds BA Degree and works for the New Mexico Job Corp as the Admissions Counselor.

Mr. Leo R. Marquez holds a BA Degree and works for the Office of the New Mexico State Treasure Office as the Chief Financial Officer .

Both Candidates were interviewed by the Carinos Governnce Board on November 9, 2016 and appointed the same day.

See attachments.

Copy of Board Minutes reflecting such action will be forwarded to you after the Carinos Governance Board approves them on November 22, 2016.

If you have any questions, please feel free to communicate with me .

Respectfully,

Vernon Jaramillo, Chancellor

Sent from Outlook

October 24, 2016

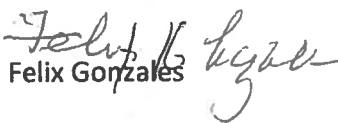
Mr. Vernon Jaramillo, Chancellor
Cariños Charter School
Governance Board

This letter is to inform the Governance Board of Cariños Charter School and Chancellor Vernon Jaramillo of my resignation from the Governance Board effective today Monday October 24, 2016.

I want to thank the Board and Mr. Jaramillo for letting me serve on the Board.

I also believe that the Board and Chancellor will make an excellent future for Cariños.

Sincerely,


Felix Gonzalez

From: mjr@cybermesa.com <mjr@cybermesa.com>
Sent: Monday, August 29, 2016 11:05 PM
To: vernon_jaramillo@hotmail.com
Subject: Resignation

Mr. Vernon Jaramillo, Chancellor -

With much regret I advise you of my intention to resign as Member of the Carinos Governance Board as soon as a replacement is found.

Let me assure you, my decision to resign is as unexpected for me as it is for you. I was recently hospitalized and advised by my doctor to decrease my work activities immediately. I am unable to further commit myself physically to the position. This was a trying decision for me and for my family, but necessary in order to maintain my health.

Although my responsibilities here bring me a great deal of satisfaction, they also cause a considerable amount of tension and anxiety. Hence, it is imperative that I plan for a more serene lifestyle.

Please accept my heartfelt thanks for your support, encouragement, and cooperation over the years. I have been fortunate, indeed, to work for a company that provides a challenging yet pleasant atmosphere. It is truly disheartening that the state of my health must govern my decision to resign.

I want to assure you that I will do everything possible to see that my duties are efficiently assumed . I will be available by telephone.

Sincerely,

Myrna J. Romero



AGENDA
CARIÑOS CHARTER SCHOOL
Regular Governance Board Meeting - September
Wednesday, November 9, 2016 at 1:00 p.m.

The Regular Board Meeting for Cariños de los Niño's for the Month of October scheduled for October 25, 2016 was re-scheduled through Legal Notice on the Rio Grande Sun Newspaper and is announced for Wednesday, November 9, 2016 at 1:00 p.m. at the Rio Arriba County Office, Training / Conference Room –1122 Industrial Park Road - Espanola, New Mexico - 87532. Notation: However, The Cariños' appointed Finance Committee composed of Dr. Juanita Cata, Mr. Del Jimenez, and Mr. Vernon Jaramillo and Mike Vigil, Business Manager will meet at 12:15 p.m. to 12:50 p.m. at the same location on Wednesday, November 9, 2016 to review and explain Revenue Reports, Expenditure Reports and Financial Reports for the Month of September of 2016 pursuant to N.M. - HEC/HB227 & 251; and to provide explanation of the Budget Adjustments Requests (BARS), if BARS are presented for approval.

I. OPENING BUSINESS AT 1:00 P.M. ON TUESDAY, OCTOBER 25, 2016:

- | | |
|---------------------------|---------------------------------------|
| A. Call to Order | Dr. Juanita Cata, President |
| B. Pledge of Allegiance | Dr. Juanita Cata, President and Board |
| C. Roll Call | Mr. Del Jimenez, Secretary |
| D. Approval of Agenda | Dr. Juanita Cata, President and Board |
| E. Introduction of Guests | Dr. Juanita Cata, President |

II ACTIONS ITEMS:

1. Approval/Acceptance of Cariños Board Member Resignations – Myrna J. Romero and Mr. Felix H. Gonzales.
2. Interview of Candidates (Ms. Glenda Sanchez and Mr. Leo Marquez) applicants to be Cariños Board Members by the Cariños Governance Board Members.
3. Approval of the Appointment(s) of the New Cariños Board Member(s) for a Four Year Period (Nov. 9, 2016 to Nov. 9, 2020).
4. Oath of Office for the New Board Member(s).

III. PUBLIC PARTICIPATION: Pursuant to Cariños Governance Policy all participants must submit a prior request to the CEO/Chancellor through proper forms for public participation. Each participant will introduce self and will be allowed five (5) minute's maximum per spokesperson. This is unless, CEO has approved a designated time for faculty members, PAC, or collaborative partners to make presentations to the Board.

1. Ms. Liz Lucero, Parent Coordinator – Presentation Ref: PAC/Parent Training /Volunteers.
2. Mr. Roger Gonzales, Siete De Norte Vice President/Volunteer Cariños Food Services Consultant and Deanna Gallegos, Food Services Coordinator - Status of Cariños Food Services.
3. Ms. Bernice Life, Principal – Updates, Challenges, Opportunities and Recruitment of Teachers via Newspaper Announcement, Radio Ads, Recruiting Agency; Continuous recruitment of students through Newspaper Announcement, Radio Ads; Teacher/Parent Handbook; A+ Plus Computer Program "Web Based Learning System Program" for 7th and 8th ; and Concerns over request for issuing or lending of Gym Keys to sponsors or coaches for usage or rental of gym during school time, after school or on weekends.

IV. FINANCIAL REPORT(S) FOR 2016-2017 SCHOOL YEAR: (For Information Purpose/None Audited Reports) A. Report from Cariños Finance Committee regarding their review and acceptance of the following Financial Reports for the month of August 2016 in compliance with NM HEC/HB227 & 251 - and explanation of the BARS, if any- Mr. Mike Vigil II, Business Manager, Dr. Juanita Cata or her designee, and Mr. Del Jimenez and Mr. Vernon Jaramillo, Chancellor.

V. CONSENT BOARD ACTION ITEMS:

1. Approval of Board Minutes for Regular Board Meeting for October 4, 2016 - By Dr. Juanita Cata, Board President.
2. Approval of Board Minutes for Special Board Meeting for October 18, 2016 - By Dr. Juanita Cata, Board President.

3. Approval to Amend 2016-2017 Cariños School Calendar- Ref: Off on Friday, November 11, 2016 for Veterans Day Holiday and have a full day with teachers and students on Friday, December 9, 2016, in lieu of full day In-Service Day which such In-service Day will be reschedule for Tuesday, May 30, 2017.

4. Approval to Amend 2016-2017 Cariños School Calendar- Ref: Early Release on Friday, November 18, 2016 at 12:30 p.m. for half day In-service training "Shooter Training for Staff" for compliance of Cariños Safety Plan. (Cariños exceeds in Instructional Contact time with Students).

5. Approval /Ratification of request for an "ORI" number from the New Mexico Public Safety Department to be assigned to the Cariños De Los Niño's Charter School, in order for the school to be able to directly receive background check results on employees, in accordance with 22-10A-5 NMSA 1978, using the 3M Cogent system. It's understood that the New Mexico Public Safety Department works with the FBI to process applications for New Mexico governmental agencies that need an ORI number.

6. Approval of use of Gym or Classroom for "Free Community Health and Wellness Program" for Staff, Parents and Public on certain days from 3 :30 p.m. to 6:00 p.m. by Ms. Antoinette Jaramillo, Health Coach.

VI. OTHER ACTION ITEMS:

1. Approval of Cariños Budget Adjustments Request(s) (BARS) –NMPED- for 2016-2017 School Year -By Mr. Mike Vigil –Business Manager. BAR \$27,338.00.
2. Approval of 1st State Charter School Change/ Amendment to Cariños Charter Application -Ref: "Combination of Classes" for NMPEC.
3. Approval of A+ Plus Computer Program "Web Based Learning System Program" –Cost Range \$10,000.00 to \$25,000.00, if funds are available.
4. Consideration and approval of request by Dominic Ortiz from Valley Baptist Academy to lease Cariños Gym from 1:30 p.m. to 3:00 p.m. at the rate of \$18.75 per hour on Tuesdays and Thursdays beginning mid-November of 2016.
5. Approve to obtain quote from Ralph Lock Smith for locks for Cariños Classroom Doors for Security/ Safety Plan.
6. Consideration and approval of request of gym keys to be issued out to Coach for reasonable scheduled weekend practices at limited number of hours for the 7/8 Girls Basketball Team, which season ends on mid-December of 2016.
7. Consideration and approval of request of gym keys to be issued out to Sponsor of Men's Basketball League or other Sponsors of other organizations, when gym is leased at the rate of \$18.75 per hour after 6:30 p.m. to 8:00 p.m. or on weekends.

VII. NON ACTION ITEMS:

1. Discussion –Ref: Draft of Cariños Board Strategic Plan for 2016-2017-Requested by Dr. Juanita Cata
2. Discussion- Ref: Review of Cariños Charter School Student Homework Policy - Requested by Mr. Tomas Garcia
3. Discussion – Ref: Update of Renovation Cost Based on Free Assessment of Cariños Building - Mr. Del Jimenez

VIII. EXECUTIVE SESSION: PURSUANT TO 10-15-1. REF: H-2 – OPEN MEETING ACT - NMSA 1978 AS AMENDED FOR

IX. PERSONNEL ACTION TO DISCUSS: Personnel

X. SCHOOL BOARD COMMENTS ON CONFERENCE /BOARD TRAINING AND OR CONCERNS, IF ANY:

XI. ROUTINE MATTERS/INFORMATIVE REPORTS/ UPDATES AND ENROLLMENT -BY MR. VERNON JARAMILLO,

CHANCELLOR: 1.Informative Reports, Newsletter and Student Projections for 2016-2017 School Year.

2. Personnel Action Report – Ref: Resignation(s) and Hire(s) for the 2016-2017 School Year.
3. Appointment of "At Will" Coach for the 2016-2017 School Year-Girls Basketball 7/8 Combined grades.
4. Appointment of "At Will" Parent Coordinator for the 2016-2017 School Year.
5. Cariños Charter School - Thanksgiving Dinner – Thursday the 17th of November – beginning at 11:00 a.m.

XII. ANNOUNCEMENT(S):

1. Cariños Regular Board Meeting - Tuesday, November 22, 2016 –at 1:00 p.m. at the Rio Arriba County Office

XII. ADJOURNMENT:

Pierce, Laurel, PED

From: Gloudemans, Phillip, PED
Sent: Friday, January 13, 2017 2:19 PM
To: Pierce, Laurel, PED
Subject: FW: Carinos Board Members-Update -Ref: See Letter of Resignation effective immediately- From Mr, Tomas Garcia, Carinos Governance Board- Vice President -

From: Vernon Jaramillo [mailto:vernon_jaramillo@hotmail.com]
Sent: Friday, January 13, 2017 2:02 PM
To: Juanita Cata; Del Jimenez; glenda-romero@hotmail.com; Marquez, Leo, STO; mblmarq@aol.com
Cc: tomasgarcia@kdceradio.com; Poulos, Katie, PED; Kappus, Becky, PED; Gloudemans, Phillip, PED; Vigil, Michael; Vigil II, Mike; Ronald VanAmberg
Subject: To: Carinos Board Members-Update -Ref: See Letter of Resignation effective immediately- From Mr, Tomas Garcia, Carinos Governance Board- Vice President -

January 13, 2017

Dear Carinos Governance Board Members,

Please see Letter of Resignation from Mr. Tomas Garcia, Carinos Governance Board- Vice President below as submitted via e-mail.

*This Letter of Resignation from Mr. Tomas Garcia will be placed as an **Action Item** at the announced **Regular Board Meeting** scheduled for **Tuesday, January 31, 2017**, so that the **Carinos Governance Board** can address and or accept.

Respectfully,

Vernon Jaramillo, Chancellor

Sent from Outlook

From: Tomas Garcia <tomasgarcia@kdceradio.com>
Sent: Wednesday, January 11, 2017 8:15 PM
To: Vernon Jaramillo
Subject: Resignation effective immediately

Dear Mr. Vernon Jaramillo,
Madam President Juanita Cata,
Secretary Del Jimenez,
Board members Leo Marquez and Glenda Sanchez.

As of today January 11, 2017 I am submitting my resignation effective immediately.
As a man with strong Christian beliefs and my life's purpose to promote love, peace and happiness; I feel my actions at the Carinos board meeting have shown that I am not as Christian as I believed I was.

I am sorry for disrespecting our board, our visitors and the students and staff of Carinos Charter school.

Carinos is wonderful school and When I joined the board my belief was,

We must prepare our children for success. An effective education is one that prepares students for success in college, career and life. All Children deserve an exceptional education. All students deserve a committed, effective teacher.

Today's students are tomorrow's leaders. We have a responsibility to prepare them for success that equips them to think critically and communicate effectively. Our kids deserve better. I feel that I have failed the students and teachers with my actions.

Mr. Jimenez I apologize for our differences. I know we've had our differences over the years but it should have never ended the way it did.

Thank you all so much for your passion for Carinos Charter School.

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Warmest,

Tomas Garcia

Cariños Charter School

GOVERNANCE BOARD
Dr. Juanita Cata, President
Ms. Glenda Sanchez, Member
Mr. Leo R. Marquez, Member



*K-8th grade Dual Language Program
Accredited by AdvancED/NCA*

ADMINISTRATION
Vernon Jaramillo, Chancellor
Mike Vigil, Business Manager
Phone: (505) 753-1128
Physical Address:
714 Calle Don Diego
Española, New Mexico 87532

Mr. Del Jimenez
PO Box 637
Alcalde, NM
87511

Dear Mr. Del Jimenez,

This letter serves to inform you that the Cariños Governance Board took official action at an announced Special Board Meeting held in January 26, 2017 to remove you from office as a Board Member through Board action as allowed by the Cariños Governance policies.

The Reasons for the Removal are as follows:

Due to your inappropriate behavior as a board member as demonstrated at the Regular Board Meeting of January 10, 2017 and as witnessed by the Cariños Governance Board Members, Ms. Lisa Lopez, Guest, and other guests, inclusive of the Rio Grande Sun Reporter who reported descriptively the incident where you provoked and caused an altercation on January 12, 2017; and due to your belligerent actions which you demonstrated a lack of respect for others, inclusive of your improper outbursts and your aggression and rude mis-treatment of invited, guests and fellow board members. You did not respect the Chair's rule that you were out of order nor did you respect the decision made by the Board.

In closing, The Board unanimously believes that your inappropriate actions have become very disruptive, destructive, obstructive and demoralizing. You have created a hostile environment; and as a result the Cariños Governance Board is prevented from functioning effectively.

The Board thanks you for your prior service and we wish you the best in your future endeavors.

Sincerely,

Dr. Juanita Cata, Board President on behalf of the Cariños Governance Board

"Saber es Poder/ Knowledge is Power" "Aprender es Avanzar/To Learn is to Advance"



C. Report on School Closures

1. Uplift Community School
2. Sage Montessori Charter School
3. Estancia Valley Classical Academy
4. La Resolana Leadership Academy

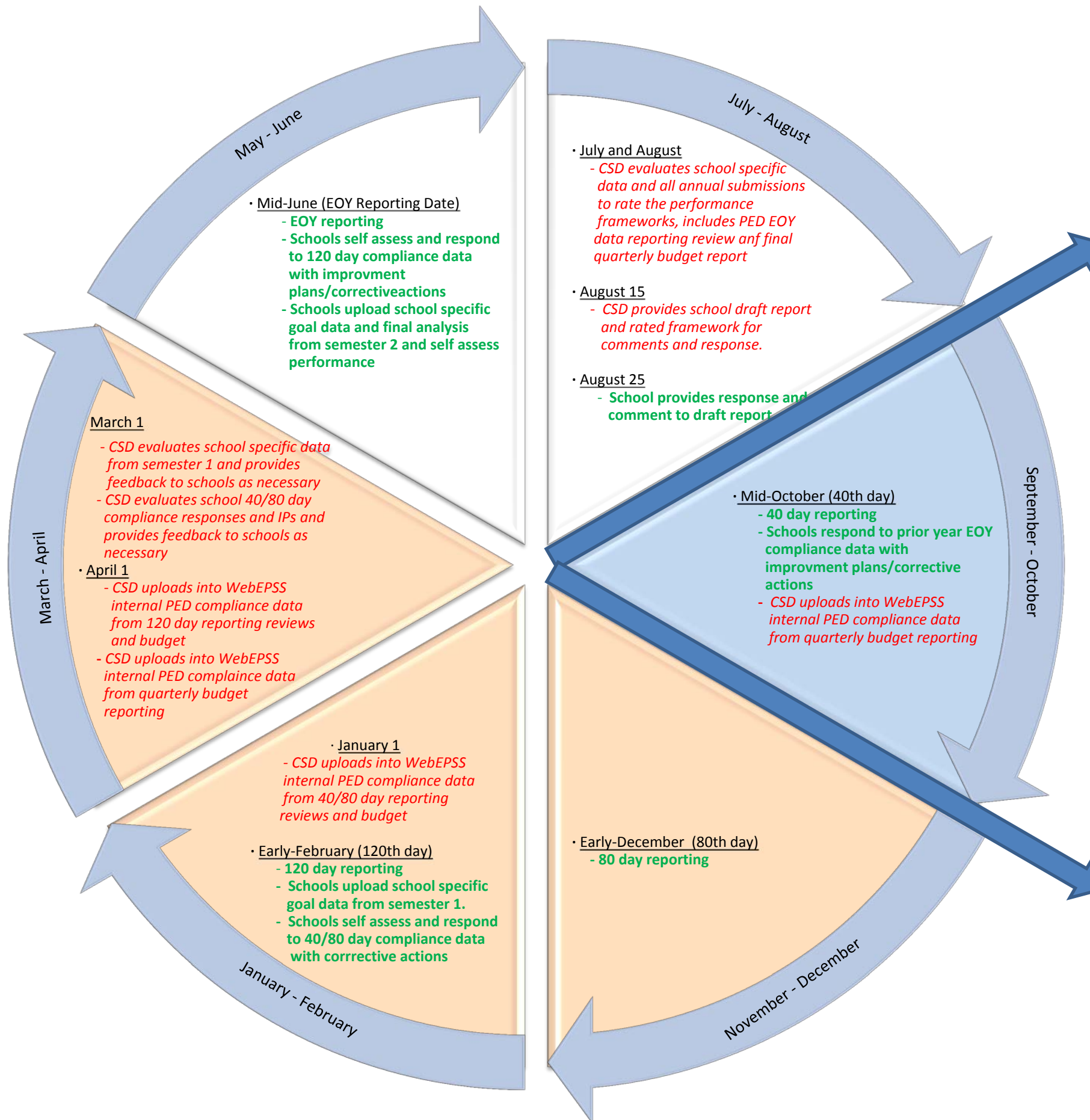
D. Report on Implementation of Monitoring Cycle

CSD will conduct regular annual monitoring visits from November through April.

- Site visits will be scheduled based on school requested dates.
- Site visits will follow an established standard protocol, with some adjustments based on school needs/school specific data/data red flags.
- Site visit protocol includes specific follow up to current and prior year “Does Not Meet” rated items (current year ratings based on STARS data)
- *CSD will provide written feedback from the site visit within 45 calendar days of the visit.*
- **Schools must self assess and respond to any findings or compliance issues within 45 calendar days of CSD’s transmittal of the written site visit feedback or by the school’s next STARS reporting date for the current FY, whichever is later.**

Throughout the year, CSD will visit GB meetings.

- Each school will receive 1 GB visit during the year.
- Schools may receive multiple GB visits based on concerns flagged during the GB visit or at other times.
- All GB visits will follow an established standard protocol.
- *CSD will provide written feedback from the observation within 45 calendar days.*
- **Schools must self assess and respond to any findings or compliance issues within 45 calendar days of CSD’s transmittal of the written feedback or by the school’s next STARS reporting date for the current FY, whichever is later.**



August 31

CSD completes, posts to website, and submits to PEC Charter School Rated Performance Frameworks

CSD will conduct renewal site visits, new school monitoring visits, and extra annual monitoring visits required by the contract in September and October.

- Site visits will follow an established standard protocol, with some adjustments based on school needs/school specific data/data red flags.
- Site visit protocol includes specific follow up to prior year “Does Not Meet” rated items
- *CSD will provide written feedback from the site visit within 45 calendar days of the visit.*
- **Schools must self assess and respond to any findings or compliance issues within 45 calendar days of CSD’s transmittal of the written site visit feedback or by the school’s next STARS reporting date for the current FY, whichever is later.**

October or November PEC Meeting

Based on Annual Performance Frameworks and Reports, PEC addresses schools with major compliance concerns with CAPs, or Notices of Intent to Revoke, or Notices of Intent to Non-Renew

<div><div><div>July</div></div><div><ul style="list-style-type: none">July 1-31<ul style="list-style-type: none">CSD evaluates school specific data and all annual submissions to rate the performance frameworks, includes PED EOY data reporting review and final quarterly budget reportCSD attends governing body meetingsSchools respond to GB observation findings or site visit findings as applicable with corrective actions</div></div>	<div><div><div>August</div></div><div><ul style="list-style-type: none">August 1-31<ul style="list-style-type: none">CSD attends governing body meetingsAugust 1-15<ul style="list-style-type: none">CSD continues to evaluate school specific data and all annual submissions to rate the performance frameworks, includes PED EOY data reporting review, final quarterly budget report and A-F Letter GradesAugust 15<ul style="list-style-type: none">CSD provides school draft report and rated framework for comments and response.August 25<ul style="list-style-type: none">School provides response and comment to draft reportAugust 31<ul style="list-style-type: none">CSD completes, posts to website, and submits to PEC Charter School Rated Performance Frameworks</div></div>	<div><div><div>September</div></div><div><ul style="list-style-type: none">September 1-30<ul style="list-style-type: none">CSD attends governing body meetingsCSD will conduct extra annual monitoring visits required by school contracts</div></div>	<div><div><div>October</div></div><div><ul style="list-style-type: none">October 1-31<ul style="list-style-type: none">CSD attends governing body meetingsCSD will conduct renewal site visits and new school monitoring visits (includes schools that changed authorizer)Mid-October (40th day)<ul style="list-style-type: none">40 day reportingSchools respond to prior year Does Not Meet/Falls Far Below Ratings with improvement plansSchools respond to GB observation findings as applicable with corrective actionsCSD uploads into WebEPSS internal PED compliance data from quarterly budget reportingOctober PEC Meeting<ul style="list-style-type: none">Based on Annual Performance Frameworks and Reports, PEC addresses schools with major compliance concerns with CAPs, or Notices of Intent to Revoke, or Notices of Intent to Non-Renew</div></div>
<div><div><div>November</div></div><div><ul style="list-style-type: none">November 1-30<ul style="list-style-type: none">CSD attends governing body meetingsCSD will conduct regular annual monitoring visits and provide feedback within 45 calendar daysSchools respond to GB observation findings, site visit findings, or budget compliance information as applicable with corrective actions</div><div><div>October PEC Meeting</div><ul style="list-style-type: none">Based on Annual Performance Frameworks and Reports, PEC addresses schools with major compliance concerns with CAPs, or Notices of Intent to Revoke, or Notices of Intent to Non-Renew</div></div>	<div><div><div>December</div></div><div><ul style="list-style-type: none">December 1-31<ul style="list-style-type: none">CSD attends governing body meetingsCSD will conduct regular annual monitoring visits and provide feedback within 45 calendar daysEarly-December (80th day)<ul style="list-style-type: none">80 day reportingSchools respond to GB observation findings or site visit findings as applicable with corrective actions</div></div>	<div><div><div>January</div></div><div><ul style="list-style-type: none">January 1<ul style="list-style-type: none">CSD uploads into WebEPSS internal PED compliance data from 40/80 day reporting reviews and quarterly budget reportingJanuary 1-31<ul style="list-style-type: none">CSD attends governing body meetingsCSD will conduct regular annual monitoring visits and provide feedback within 45 calendar daysSchools respond to GB observation findings or site visit findings as applicable with corrective actions</div></div>	<div><div><div>February</div></div><div><ul style="list-style-type: none">February 1-28<ul style="list-style-type: none">CSD attends governing body meetingsCSD will conduct regular annual monitoring visits and provide feedback within 45 calendar daysEarly-February (40th day)<ul style="list-style-type: none">120 day reportingSchools upload school specific goal data from semester 1.Schools respond to 40/80 day compliance data with corrective actions and to GB observation findings as applicable</div></div>

<div><div>March</div><div><ul style="list-style-type: none">March 1<ul style="list-style-type: none">CSD evaluates school specific data from semester 1 and provides feedback to schools as necessaryCSD evaluates school 40/80 day compliance responses and IPs and provides feedback to schools as necessaryMarch 1-31<ul style="list-style-type: none">CSD attends governing body meetingsCSD will conduct regular annual monitoring visits and provide feedback within 45 calendar daysSchools respond to GB observation findings or site visit findings as applicable with corrective actions</div></div>	<div><div>April</div><div><ul style="list-style-type: none">April 1<ul style="list-style-type: none">CSD uploads into WebEPSS internal PED compliance data from 120 day reporting reviews and quarterly budget reportingApril 1-30<ul style="list-style-type: none">CSD attends governing body meetingsCSD will conduct regular annual monitoring visits and provide feedback within 45 calendar daysSchools respond to GB observation findings or site visit findings as applicable with corrective actions</div></div>	<div><div>May</div><div><ul style="list-style-type: none">May 1-31<ul style="list-style-type: none">CSD attends governing body meetingsEOY Reporting Dates<ul style="list-style-type: none">EOY reporting as applicableSchools upload school specific goal data and final analysis from semester 2.Schools respond to 120 day compliance data with corrective actions and to GB observation findings or site visit findings as applicable</div></div>	<div><div>June</div><div><ul style="list-style-type: none">June 1-30<ul style="list-style-type: none">CSD attends governing body meetingsEOY Reporting Dates<ul style="list-style-type: none">EOY reporting as applicableSchools upload school specific goal data and final analysis from semester 2.Schools respond to 120 day compliance data with corrective actions and to GB observation findings or site visit findings as applicable</div></div>
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	PEC Responsibilities	School Responsibilities	PED Responsibilities
Site Visits	<ul style="list-style-type: none"> Review school performance data including school self assessment and PED feedback 	<ul style="list-style-type: none"> Self assess areas of compliance and needed follow up, based on evaluation/information provided by PED. Respond to any findings or compliance issues within 45 calendar days of CSD’s transmittal of the written site visit feedback or by the school’s next STARS reporting date for the current FY, whichever is later. Develop corrective action plan as needed for any areas in which the school does not meet or exceed standards. 	<ul style="list-style-type: none"> Conduct new school visits and “struggling school” visits early in the year (September/October) Conduct renewal school visits in October. Conduct annual visits at a convenient time from November – April. Provide written site visits feedback to schools within 45 calendar days. Focus site visits on school needs, but implement a standard protocol (which identifies school needs based on known data and prior year challenges)
40/80/120/EOY Data, NM Teach Data, and Budget Data	<ul style="list-style-type: none"> Review school performance data including school self assessment and PED feedback 	<ul style="list-style-type: none"> Self assess areas of compliance and needed follow up, based on evaluation/information provided by various PED bureaus. Respond to any findings or compliance issues in manner required by PED bureau and provide evidence by next reporting date, if not available within PED Develop corrective action plan as needed for any areas in which the school does not meet or exceed standards. 	<ul style="list-style-type: none"> Coordinate with PED bureaus who validate, collect, and follow up on compliance issues to identify data in WebEPSS. Coordinate with PED bureaus to ensure follow up/response from school to other PED bureaus is reflected in WebEPSS.
Other verified data (AG, OCR, Courts, etc.)	<ul style="list-style-type: none"> Review school performance data including school self assessment and other verified data 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none">
Governing Body Observations	<ul style="list-style-type: none"> Review school performance data including school self assessment and CSD observation feedback 	<ul style="list-style-type: none"> Self assess areas of compliance and needed follow up, based on evaluation/information provided by CSD. Respond to any findings or compliance issues within 45 calendar days of CSD’s transmittal of written feedback or by the school’s next STARS reporting date for the current FY, whichever is later. Develop corrective action plan as needed for any areas in which the school does not meet or exceed standards. 	<ul style="list-style-type: none"> Conduct at least one governing body observation for each school during the FY
School Specific Goal Data	<ul style="list-style-type: none"> Review school performance data including school self assessment and verification 	<ul style="list-style-type: none"> Upload data for semester 1 by the 120th day reporting date Upload data and analysis for semester 2 by EOY reporting date Self areas of progress toward expectations at first reporting date, and final performance at second reporting date. Develop corrective action plan as needed for any areas in which the school does not meet or exceed standards. 	<ul style="list-style-type: none"> Evaluate semester 1 data and provide feedback by March 1st Evaluate semester 2 data and incorporate evaluation into final report by August 15
Final Report and Rated Performance Framework	<ul style="list-style-type: none"> Review Report Annually in October Take Action, as appropriate 	<ul style="list-style-type: none"> Self assess throughout the year, reflect progress throughout year. Respond to August 15 draft by August 25 Provide improvement plans for all item rated lower than Meets in final report by 40th day of subsequent year 	<ul style="list-style-type: none"> Provide Final Draft to Schools by August 15 Finalize report by August 31, provide to PEC and school, and post to website

Incorporates Timely Self-Assessment to Drive Corrective Actions/Improvement Plans – When evaluated data and feedback is available from various PED bureaus, schools are able to complete an informed self-assessment of progress and performance. Schools are able to utilize PED’s feedback and expertise in multiple areas as technical assistance to identify and address areas of need and ensure informed and accurate self-assessment.

Leverages PED data and Decreases Duplicitous Reporting – By utilizing PED’s internal compliance reviews, schools do not have to account for the same information more than once. Schools data is shared within PED; this places much of the data collection burden on CSD/PED, not the schools. Only schools that demonstrate compliance concerns must demonstrate and report on corrective action. The reporting and response dates align with other PED reporting dates so to decrease the number of reporting dates.

Focused on Continuous Improvement – By allowing schools to demonstrate and report on corrective action throughout the year (in real time) CSD will be able to recognize improvement throughout the term of the year, so that final annual ratings recognize schools’ improvements and final performance after appropriate technical assistance.

Ensures Evaluation – This plan ensures that all relevant areas for which PED has data are evaluated using that data and reported to the PEC and the schools. Schools and the PEC will receive final evaluations on August 31, annually.

C. **Notices of Intent**

CSD has received 11 completed NOIs for the 2016 New Application cycle. The Notices are provided in the materials and a summary table is provided below.

CSD provided the first of the New Application training sessions on Wednesday, February 1, 2017.

This training focused on the "Evidence of Support" section of the application. The training was intended to provide the new applicants the tools necessary to begin developing community support for their charter school application and an understanding of the evaluation criteria for that section of the application. The training also provided basic information about statutory requirements in the Charter School Act and training on how to navigate and use the NMSA and NMAC.

NAME OF PROPOSED SCHOOL	FOUNDER	INTENDED LOCATION	DATE SUBMITTED
Albuquerque Collegiate Charter School	Jade Rivera	Albuquerque	1/10/2017
Altura Preparatory School	Lissa Hines	Albuquerque	1/10/2017
Hozho Academy	Rachel Mason	Gallup	1/10/2017
Raices del Saber Community School	Lucia Carmona	Las Cruces	1/10/2017
Res Primae Classical School	Tara Elkins	Albuquerque	1/10/2017
Students That Aspire to Teach (STAT) Charter School	Chris Jones	Albuquerque	1/10/2017
Torreon Chapter Early College Charter High School	Ray Begaye	Navajo Nation (Cuba ISD)	1/10/2017
Gallup College Prep	Frank Chiapetti	Gallup-McKinley	1/12/2017
Gallup Vocational and Military Prep	Frank Chiapetti	Gallup-McKinley	1/12/2017



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HANNA SKANDERA
SECRETARY OF EDUCATION

SUSANA MARTINEZ
Governor

**OPTION FOR PARENTS
CHARTER SCHOOLS
DIVISION**

2017 NOTICE OF INTENT TO SUBMIT CHARTER APPLICATION

INSTRUCTIONS

According to NMSA § 22-8B-6(B) the Notice of Intent to Submit a Charter Application ("NOI") must be filed by the organizers of a proposed charter school to the Public Education Commission at the address below **AND** to the superintendent of the school district in which the charter school is proposed to be located. *Failure to notify may result in your application being rejected.*

The NOI must be submitted by 5:00 PM Mountain Time on January 10, 2016, **the second Tuesday of January.** Notices of Intent that are not received by the Public Education Commission and the superintendent of the local school district by the deadline may result in the application being rejected. When you send the NOI to the superintendent of the school district in which your charter is to be located, you are strongly encouraged to send it by certified mail return receipt requested, or request a signed receipt when you deliver the NOI. Contact the local district regarding electronic filing.

Notice to the Public Education Commission should be delivered by one of the following methods:

- Electronically to: Charter.Schools@state.nm.us
- By mail or personal delivery:
PUBLIC EDUCATION COMMISSION
c/o New Mexico Public Education Department
Attn: Options for Parents/Charter Schools Division
300 Don Gaspar, Room 301
Santa Fe, New Mexico 87501

The NOI is intended to provide the Public Education Commission with the primary point of contact among the charter developers, and preliminary information about the charter proposal, such as the school's mission statement, the school's focus, the representative student population in the intended location, enrollment projections, key innovations, etc. (not to exceed 5 pages).

1. General Information

- Name of Proposed School

Albuquerque Collegiate Charter School

- Grade levels to be offered and enrollment projections

Grade Levels to be Offered	Projected Total Enrollment
Kindergarten – Grade 5	60 students per grade, 360 at full capacity in year 5

- Primary Point of Contact

Name	Jade Rivera		
Mailing Address	1017 Forrester NW		
City	Albuquerque	State	NM
Zip	87102		
Phone	505-712-1927		
Email	jrivera@buildingexcellentschools.org		

2. Names, roles, and current employment of all persons on the applicant team, and qualifications of the team members to establish a high-quality charter school

Name	Role on Team	Qualifications: Education, Employment, Experience
Jade Rivera	Lead Founder	MEd Curriculum & Instruction, BA Psychology/Sociology Current: Fellow, Building Excellent Schools – Nationally renowned training program focused on the development of leaders for high-performing charter schools Experience: Former education policy advocate with deep knowledge of classroom management and curriculum development
Cynthia Al-Aghbary	Founding Board Member	MSN Community Health Nursing, BS Nursing Current: Executive Director of Government Programs Clinical Operations, Blue Cross Blue Shield Experience: Community behavioral physical health professional with a 34-year proven track record of managing large scale program implementation and systems integration initiatives nationwide.
Chris Armistad	Founding Board Member	BA Applied Psychology Current: Associate Broker, Allen Sigmon Real Estate Group Experience: Founding Deputy Director Veritas College Preparatory Charter School - Memphis, TN who oversaw complex facilities and operations
Wendy Ederer	Founding Board Member	BA Journalism, Advertising, PR & Market Research Current: Founder/Owner, Dynamic Growth Business Resource Center-Business Consulting and Training Experience: Economic Development and Community Engagement expert with over 15 years of business development experience including knowledge of the State of NM procurement process

Joshua Gallegos	Founding Board Member	BA Sociology Current: Senior Academic Advisor, University of New Mexico, Anderson School of Management Experience: Higher education academic advisement for incoming students with focus on recruitment and retention of first generation students
Tomas Garcia	Founding Board Member	Juris Doctor of Law, MA Public Policy, BA Political Science Current: Associate Attorney, Modrall Sperling Experience: Law and public policy expertise, school governance and board experience
Scott Hughes	Founding Board Member	PhD History, BA History Current: Associate Research Professor, University of New Mexico, Center for Education Policy Research Experience: Education research, policy and finance expertise local to New Mexico and nationwide
Katie Rarick	Founding Board Member	MEd Secondary Education, BBA Management Information Systems Current: Senior Managing Director of Planning & Analysis, Teach For America Experience: Largescale financial non-profit management, fundraising and development supervision and training
Amber Turner	Founding Board Member	BA English, MA Secondary Education and Teaching Current: Owner/Founder, Turner Education Consulting Experience: School level and state education department consulting, Dean of Students Achievement First Charter School-Brooklyn, NY, Classroom teacher district school and high-performing charter school

3. Model or focus of the proposed school (e.g., performing arts, dual language, college prep, STEM, Montessori, IB):

Albuquerque Collegiate Charter School is designed as a college preparatory elementary school. Albuquerque Collegiate is founded on the belief that setting the path for college graduation starts on the first day of a child's formal schooling and must begin with the establishment of strong, foundational instruction, with a prioritized and expanded focus on literacy and mathematics starting in kindergarten and continuing every day thereafter throughout elementary school. Albuquerque Collegiate is committed to the ambitious success of our scholars, and we hold it as our charge to set them firmly on the path to graduation from the four-year college of their choice – all of which depends upon a powerful K-5 elementary education on which that path is built.

4. Does the school expect to contract with another entity for either management, or substantial oversight or direction in the school's operation? Yes ☐ No ☒

If YES, describe the entity and the role it will have in the school's operational plan.

5. Does the applicant team or any members of the team currently operate any other schools? Yes ☐ No ☒

6. Vision/Mission statement. (2-3 sentences)

Within a structured and ambitious school community, driven by high quality instruction and intensive academic supports, Albuquerque Collegiate Charter School educates all kindergarten through grade 5 students for college graduation and life success.

7. Student population and geographical setting of the school

- Define the targeted geographical area of the proposed school from which you expect to draw a significant number of your students.

The targeted geographical area for Albuquerque Collegiate will primarily be neighborhoods within the 87102 zip code.

Albuquerque's 87102 zip code includes the Martineztown, Wells Park, Downtown, Barelas, South Broadway, and East San Jose neighborhoods. Research from zipatlas.com indicates the median household income in the 87102 zip code is the lowest of the 17 zip codes located within Albuquerque's city limits. Furthermore, 87102 has a higher rate of unemployment, a larger Hispanic population, lower educational attainment, and more families living below the poverty level than the city as a whole. As an open enrollment charter school, Albuquerque Collegiate will welcome all families who wish to enroll their children from across the city. However, we will target our recruitment efforts to families who reside within the 87102 zip code, as their students are in greatest need for a high performing public charter school. Figure 1 outlines demographics of our target community.

Figure 1 - Poverty, Education and Hispanic Statistics for Albuquerque and 87102

Demographics	87102 ¹	Albuquerque ²
Median Income	\$21,109	\$39,997
Unemployment level	9.47%	5.81%
% Families below the poverty level	26.02%	10.32%
% Hispanic	68.75%	42.86%
High School Diploma or higher for persons 25+	60.07%	84.24%
Bachelor's degree or higher for persons 25+	18.99%	30.28%

- Describe the student population including key demographic data (academic performance, home languages, ELL, and special education populations in the location in which the school intends to locate.

There are six APS elementary schools in the 87102 zip code. Figure 2 outlines demographic data for the Albuquerque Public Schools district as well as for the elementary schools in the 87102 zip code.

Figure 2- Student Demographics, Albuquerque Public Schools District and 87102 Elementary Schools³

Demographics		APS District	87102 Elementary Schools
Student Ethnicity	Hispanic	67%	89%
	Caucasian/ White	21%	7%
	American Indian	4%	2%
	African American	2%	2%
	Asian	2%	0%
% Economically Disadvantaged		68%	90%
English Language Learners		17%	34%
Students with Disabilities		15%	14%

¹ Zip Atlas. (2016). 87102 Zip Code Map and Detailed Zip Code Profile. Retrieved from zipatlas.com: <http://zipatlas.com/us/nm/albuquerque/zip-87102.htm>.

² Zip Atlas. (2016). Albuquerque, New Mexico Zip Code Map & Detailed Profile. Retrieved from zipatlas.com: <http://zipatlas.com/us/nm/albuquerque.htm>.

³ Albuquerque Public Schools (2016). APS- About Us. Retrieved from <http://www.aps.edu/about-us>.

Figure 2 demonstrates that APS elementary schools in the 87102 zip code have significantly higher percentages of students who identify as Hispanic, Economically Disadvantaged, and English Language Learners than overall district rates.

Data from the 2016 Partnership for Assessment of Readiness for College and Careers (PARCC) test indicates that only 21.7% of third grade students at APS elementary schools in the 87102 zip code met or exceeded expectations for English Language Arts. Less than one in four third grade students attending a district school in the 87102 zip code can read and write proficiently. 2016 PARCC results also indicate that 25.2% of third grade students at APS elementary schools in the 87102 zip code met or exceeded expectations for Mathematics.⁴

- Identify where these students are most likely being educated currently and why they are expected to choose the proposed charter school for their future educational needs.

Since Albuquerque Collegiate plans to open with kindergarten and first grade in fall 2018, these students are either not enrolled in an early childhood public school program, are attending a Child Development Center (Ages 3-5 years) or are attending a pre-kindergarten program (Ages 4-5 years). There are two Child Development Centers and three pre-kindergarten programs in the 87102 zip code.

Albuquerque Collegiate is modeled after and informed by the most successful, high performing urban charter schools across the country, and particularly those successfully educating and delivering strong academic results with similar demographics to the community we intend to serve. Furthermore, Albuquerque Collegiate is deeply committed to providing an intensive focus on foundational literacy and mathematics instruction. Our scholars will receive significantly more literacy instruction than they would at their neighborhood district school, and that instruction will be delivered within a two-teacher model supported by blended learning stations, thereby reducing the student to teacher ratio during all instruction to 15:1 and further reducing this ratio during all literacy rotations to 10:1, thus ensuring greater proficiency and success for every learner.

8. Provide evidence that the applicant team has assessed community need for a school of the nature that will be proposed in the application (e.g., objective surveys or other measures of local demand for the proposed educational program).

Founding board members of Albuquerque Collegiate have met with hundreds of leaders and families throughout the community as well as throughout the larger City of Albuquerque who share a common concern - a lack of access to high quality public school options for children throughout the city, especially those living in low-income areas, and the profound desire to have an education that will set all children on the path to school and life success. Meetings with community members and families have included individual meetings, presentations to community and business organizations, as well as informational tabling events at Community Centers in Wells Park and Baretas neighborhoods.

Currently, every APS school in Albuquerque's most affluent zip code, 87122, is rated as an "A" school, while not a single school in the 87102 zip code, Albuquerque's poorest zip code, which has more than eight times as many schools, are "A" rated schools.⁵ As a result, parents and families living in the 87102 zip code have extremely limited options to send their students to high achieving schools, particularly neighborhood elementary schools, which set the foundation for all future K-12 learning and beyond. The desire to bring a quality school to the community is high and continues to be expressed by families, parents, and community leaders at all our community outreach events and activities.

9. Identify significant innovative features that the school will implement in order to help it realize its vision/mission (e.g., non-traditional school year, longer school day, partner organizations, etc.).

⁴ New Mexico Public Education Department. (2016). PARCC Proficiencies 2016. Retrieved from <http://ped.state.nm.us/AssessmentAccountability/AcademicGrowth/2016/WebFiles/Webfiles%20PARCC%20Proficiencies%202016.xlsx>

⁵ New Mexico Public Education Department. (2016). NM PED School Grades 2015-2016. Retrieved from <http://aae.ped.state.nm.us/>.

In alignment with our mission, Albuquerque Collegiate will provide an excellent college preparatory public school option through a structured and ambitious school community, driven by high quality instruction and intensive academic supports for every student.

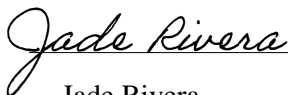
The central elements of our innovative school design include an extended school day, a prioritized and expanded focus on literacy and mathematics, a two teacher model in all kindergarten through 2nd grade classrooms, and a comprehensive coaching and development program for all teachers and school leaders. Each of the central elements of our design are directly informed by the successful practices of high-poverty, high performing charter schools across the country, in particular, those within the southwest region, with whom we plan to partner and continually learn from and look to as proof point schools.

10. Describe how the school will be more effective than the schools currently serving the targeted student population, and/or plans to improve student achievement and exceed the academic performance of existing public schools in the targeted service area and any data you have to support this assumption.

Through the highly regarded Building Excellent Schools (BES) national Fellowship, Lead Founder of Albuquerque Collegiate Jade Rivera has visited and analyzed 30+ high performing charter schools nationally and has trained in areas of organizational leadership, finance, curriculum, and school culture. At the end of January, Ms. Rivera will begin a month long leadership residency at Vista College Prep in Phoenix, AZ. At Vista College Prep, 97% scholars qualify for free or reduced price lunch, 93% of scholars are Hispanic or Black, and 50% of scholars are identified as English Language Learners. Results from the 2016 Arizona statewide assessment indicate Vista College Prep's third grade scholars outperformed all of their peers across Arizona by 56% in literacy and 24% in math. It is upon such model that Albuquerque Collegiate is being designed and will be built. Through a research-based design and close partnerships with Vista College Prep and other top performing schools with a proven track record of academic success nationwide, Albuquerque Collegiate Charter School will develop a high expectations, high support school for the students of Albuquerque, ultimately improving student achievement and academic performance for all scholars.

Please Note: Should your charter be awarded, the founding governing body could undergo a background check to determine if it qualifies to be a board of public finance in the state of New Mexico.

Signature of founder(s)



Jade Rivera

[PRINT NAME]

Date: 1/9/2017



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1. General Information

- Name of Proposed School
Altura Preparatory School

- Grade levels to be offered and enrollment projections

Grade Levels to be Offered	Projected Total Enrollment
Kindergarten – 5 th Grade	396

- Primary Point of Contact

Name	Lissa Hines			
Mailing Address	6532 Glen Oak NE			
City	Albuquerque	State	NM	Zip 87111
Phone	(505)821-3717			
Email	lissahines@gmail.com			

2. Names, roles, and current employment of all persons on the applicant team, and qualifications of the team members to establish a high-quality charter school

Name	Role on Team	Qualifications: Education, Employment, Experience
Lissa Hines	Co-Founder	<p>Lissa is a twenty-year educator that began her career in the Albuquerque Public Schools' Highland Cluster. For the past 11 years, she has been an urban school administrator in Oakland, California, and has recently relocated with her husband and family back to Albuquerque. In 2016, Lissa and her team at Hillcrest Elementary school were recognized by the US Department of Education, being awarded the National Blue Ribbon –a distinct honor bestowed to only 329 schools throughout the nation. At the time of her departure, Lissa was one of only five Executive Principals in Oakland—part of Superintendent Antwan Wilson's team of exceptional school leaders that devoted a portion of their professional time to coaching and developing aspiring leaders at schools across the city of Oakland. This important leadership was widely regarded as some of the District's most important work. Lissa was recognized by Oakland Unified School District in 2015, being bestowed the Education Leadership Award.</p> <p>Lissa holds a BA in Elementary Education and MA in Multicultural Special Education from the College of Santa Fe, with endorsements in TESOL and Modern/Classical Languages. She holds educator and administrator credentials in both New Mexico and California.</p>
Meaghan Stern	Co-Founder	<p>Meaghan is an Albuquerque native, with 7.5 years' experience as a teacher, and urban charter school administrator in both San Jose, California and in Memphis, TN. Meaghan was the Academic Director of Cornerstone Academy Preparatory School that was recognized by the state in 2014 as a California Distinguished School -an honor granted to only 5% of schools statewide. Meaghan led the school-wide transition to Common Core State Standards, and initiated the school's technology integration program that equipped each student with a Google Chromebook, commonly regarded as a 1:1 program. An Independent Non-profit organization, Innovate Public Schools, named Cornerstone one of the California schools that is "beating the odds" for low-income and English Language Learning students. Meaghan was also Assistant Principal at Wooddale Middle School, a transformation school in Memphis that is outperforming all other schools in its' network.</p> <p>Meaghan has a BA in American Studies and Spanish from Amherst College and an M.A. in Education Leadership from Stanford University. She holds NM educator credentials in Social Studies, with a bilingual endorsement, and K-12 Administration.</p>

Revised 11/13/2015

2

3. Model or focus of the proposed school (e.g., performing arts, dual language, college prep, STEM, Montessori, IB):

Altura Preparatory Elementary School (Altura Prep) will provide a comprehensive college preparatory educational program. Our focus will be on Science, Technology, Engineering, Arts, and Mathematics (STEAM), which will become a vehicle for accelerating progress in reading, and math. Beginning in kindergarten, all Altura Prep students will master 21st Century Skills in all core content areas, developing problem solving, communication, critical thinking, and collaboration. Altura Prep will purposefully embed technology at each grade level, kindergarten through fifth grade, in developmentally appropriate ways, in order to differentiate and personalize instruction and to prepare students for using technology as a tool for learning, researching and presenting information. In upper grades, students will use technology as part of their interdisciplinary projects and experiential learning opportunities. To this end, Altura Prep will be a 1:1 school: every student will have access to and use current technology each day (iPads, Chromebooks, PCs, and Macintosh computers) to engage with portions of the curriculum.

The Founders believe high-quality instruction is integral to making sure each student has a solid foundation in all content areas. Our unique departmentalization model will give teachers at Altura Prep the opportunity to be "specialists" in no more than two core content areas, allowing them to focus on and master one or two subjects, which we believe will lead to a greater level of teaching expertise and more rigorous instruction. This model will allow teachers to have an increased ability to differentiate their lessons to meet the diverse needs of all learners, as well as an opportunity to become more effective and invested in their craft.

This rigorous program and comprehensive approach to learning provides the students the necessary competencies to succeed in middle school, high school, college, and beyond.

4. Does the school expect to contract with another entity for either management, or substantial oversight or direction in the school's operation? Yes: No: **X**

If YES, describe the entity and the role it will have in the school's operational plan.

N/A

5. Does the applicant team or any members of the team currently operate any other schools? Yes: No: **X**

6. Vision/Mission statement. (2-3 sentences)

Altura Prep will provide each and every student with a comprehensive and exceptional college preparatory education. Every child who walks through our doors has the potential to succeed in both college and life, and we will foster their development. Students at Altura Prep will leave the school ready to be agents of their own education: they will be prepared to seek opportunities, persevere through challenges, and succeed at high academic levels in middle school, high school, and postsecondary pursuits.

7. Student population and geographical setting of the school

- Define the targeted geographical area of the proposed school from which you expect to draw a significant number of your students.

Altura Prep will be located in the Albuquerque Public Schools (APS) region known as the Highland Cluster. This cluster currently serves approximately 7,550 students in eighteen traditional APS elementary, middle and high schools, and an additional 1,120 students attending nearby charter schools. Our targeted geographical area within this cluster is a portion of Southeast Albuquerque East of Carlisle Boulevard, West of Juan Tabo Boulevard, North of Gibson Boulevard, and South of Constitution Avenue.

- Describe the student population including key demographic data (academic performance, home languages, ELL, and special education populations in the location in which the school intends to locate.

There are currently twelve elementary schools in the Highland cluster neighborhoods, and six in our proposed region. This area is informally regarded as Albuquerque's 'International Zone', because of the diverse background and cultures represented in this population. For example, there are more than 27 languages spoken by families in this catchment area, and most of the 70 different ethnicities in Albuquerque are represented in this particular school cluster.

In the six identified elementary schools within this cluster, 78% of students are performing below grade level in reading and math. Five of the six elementary schools have between 40% to 60% of their students identified as English Language Learners and Special Education population averages hover between 8% to 14% of the students served.

- Identify where these students are most likely being educated currently and why they are expected to choose the proposed charter school for their future educational needs.

In the Highland cluster of schools, there are currently seven elementary schools with a D or F rating, based on three year grades from the New Mexico Public Education Department. Our hope is to attract families whose children would otherwise attend the schools in our targeted geographical area: Emerson, Hawthorne, La Mesa, Wherry, or Whittier Elementary Schools.

Emerson, Hawthorne and Whittier all rank in the bottom 5% of schools in New Mexico (based on 3-year points), and, statistically and historically speaking, these five schools have not shown improvement. While acknowledging that these schools are working hard to serve their students, we firmly believe it imperative we do better. Our expectation is that we will provide our students with a high-quality school option in an area where the majority of students will only attend neighborhood schools with a State Rating of a "D" or an "F" for their entire educational career.

Beyond becoming just another alternative to historically underperforming schools (or to charter schools that are at full capacity), we will offer families and students an opportunity to attend a school intentionally focused on comprehensive skill development necessary for our student's future success. Altura Prep will take an expanded view of student progress: it is not enough for our students to achieve academic excellence, but we will prepare all students with the skills and mindsets that are necessary to lead successful lives both in and out of the classroom in a rapidly changing environment. We believe that a deliberately planned academic scope and sequence includes embedded technology, interdisciplinary projects, and an emphasis on continuous growth and improvement through data analysis and data-driven instruction. Our intentional planning and implementation with fidelity will ensure that our students have a well-rounded, rigorous, and college-preparatory educational experience.

8. Provide evidence that the applicant team has assessed community need for a school of the nature that will be proposed in the application (e.g., objective surveys or other measures of local demand for the proposed educational program).

Our future students are zoned to D and F rated schools, with 22% of students at these schools performing at or above grade level in reading and math. Preliminary interviews and conversations with various stakeholders have led us to believe that there are families living in our targeted area who are seeking more rigorous educational opportunities for their children.

Conversations with personnel from Sandia National Laboratories and the University of New Mexico have highlighted the urgent need to better prepare New Mexico's youth for future careers in science, technology, engineering and mathematics (STEM). The US Department of Education also emphasizes a current need for STEM-related education: "Right now, not enough of our youth have access to quality STEM learning opportunities and too few students see these disciplines as springboards for their careers." (www.ed.gov/stem) A strong elementary foundation in mathematics and technology will set all of our students up for success in middle and high-school: research shows that students persevere in STEM- related fields if they build sense of success and self-efficacy in these areas early in life. (Burwell-Woo, et al. 2015) However, our discussions have also illuminated the need for students to be adaptable, creative, and self-motivated problem-solvers. For this reason, among others, we believe that a STEAM-focused curriculum, adding the "Arts" to STEM, will give our children a well-rounded, quality education, allowing for a fuller impact in the world in which they live.

9. Identify significant innovative features that the school will implement in order to help it realize its vision / mission (e.g., non-traditional school year, longer school day, partner organizations, etc.)

Mission/Vision: We at Altura Prep will provide each and every student with a comprehensive and exceptional college preparatory education. Every child that walks through our doors has the potential to succeed in both college and life and we will foster their development. Students at Altura Prep will leave the school ready to be agents of their own education: they will be prepared to seek opportunities, persevere through challenges, and succeed at high academic levels in middle school, high school, and postsecondary pursuits.

To realize our vision, Altura Prep will implement the following innovative features:

- Science, Technology, Engineering, Arts, and Math (STEAM) will form the core curriculum, with intensive reading instruction
- 1:1 Technology ratio integrated to maximize personalized learning and accelerate progress in reading and math
- Character education focused on building scholarly behaviors and student agency
- Interdisciplinary, project-based learning
- Teacher development based on continuous improvement inquiry cycles and coaching
- School-wide departmentalized grade level instruction to maximize teacher expertise and collaboration
- Extended school-day

10. Describe how the school will be more effective than the schools currently serving the targeted student population, and/or plans to improve student achievement and exceed the academic performance of existing public schools in the targeted service area and any data you have to support this assumption.

In our targeted service area, there are currently six elementary schools, each of which has received a grade of D or F from the State of New Mexico Public Education Department. APS has stated that the predominant reasons for these failing grades are twofold: changes in the state accountability system focusing on student performance using the PARCC state assessment, as well as a low percentage of students participating on these identified tests. While both the Public Education Department and Albuquerque Public Schools have noted that there are improvements to be made within the system, we believe that high expectations are crucial to ensuring that students receive a high quality education and that a key measurement of school effectiveness is students' academic growth, and their preparedness for the next grade level by the end of the year. The schools in our target area have shown a yearly decrease in student proficiency in the areas of English language arts and mathematics, a trend that began in 2011 when the state introduced the school report card system for the 2010- 2011 academic year. These results highlight the ever-increasing achievement gap between students from families with low and high incomes. Altura Prep will focus on reversing this trend to prepare our students for success at the college level. To meet this goal, we will need and expect a high degree of flexibility from our educators to ensure that all students have access to instruction that will be differentiated to meet students' needs and accelerate their academic progress.

We have designed key components of our program to allow for regular data analysis and adjustment, so that we consistently know what our students have mastered and whether or not they are on track towards grade level proficiency, particularly in reading and math. Two of these core strategies will be personalized instruction and teacher coaching. Our 1:1 technology to student ratio gives teachers the opportunity to differentiate instruction in multiple ways. Our reading and math time will include a "station- rotation" model: students are placed in flexible, data-based groups, and they will cycle through multiple learning stations designed to meet their instructional needs. In addition to direct, whole-group instruction, teachers will also teach targeted-small group lessons to flexible groups of students, which gives teachers real-time data about what the student knows and an opportunity to quickly correct any misconceptions. While the teacher instructs in the small group, other students will work independently: some on computer-based programs that adjust to meet individual levels, and others in small groups with their peers. Along with an extended school day, this rotation model allows students to have more opportunities to practice and master content and skills.


Following student progress is yet only one side of the coin. We must ensure our students receive lessons that have been prepared and use the most current and effective teaching approaches for the respective content area. Developing the skills of our teachers is thus a priority, and we will be closely monitoring progress via several mechanisms:

- consistent observation and feedback
- ongoing data and student work analysis, linked to instructional practices that yield results
- weekly, school-wide professional development on research-based best practices, including ample time for teachers to integrate focus strategies into upcoming lessons

We do not only use data to reflect on student progress, but on teacher progress as well. Without great teachers and leaders, little else matters and a core activity of the Altura Prep Leadership Team will be to observe and coach teachers. We will use an ongoing cycle of observation and feedback to continuously improve instruction, with the goal of reaching all learners. This means that each teacher will be observed weekly or bi-weekly, and meet with an instructional leader to review the lesson data, instructional practices, and co-plan future lessons. While other schools may also use an instructional coach to facilitate teacher improvement, Altura Prep's model will focus on coaching for *all* teachers on a regular basis, tailored to the individual teacher's practice and engineered to develop great teachers quickly, based on research-proven strategies.

Please Note: Should your charter be awarded, the founding governing body could undergo a background check to determine if it qualifies to be a board of public finance in the state of New Mexico.

Signature of founder(s)

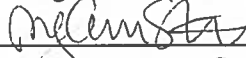


HISSA HINES
[PRINT NAME]

Date:

1/10/17

Signature of founder(s)



MEAGHAN STARN
[PRINT NAME]

Date:

1/10/17



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Notice to the Public Education Commission should be delivered by one of the following methods:

- Electronically to: Charter.Schools@state.nm.us
- By mail or personal delivery: PUBLIC EDUCATION COMMISSION
c/o New Mexico Public Education Department
Attn: Options for Parents/Charter Schools Division
300 Don Gaspar, Room 301
Santa Fe, New Mexico 87501

The NOI is intended to provide the Public Education Commission with the primary point of contact among the charter developers, and preliminary information about the charter proposal, such as the school’s mission statement, the school’s focus, the representative student population in the intended location, enrollment projections, key innovations, etc. (not to exceed 5 pages).

1. General Information

- Name of Proposed School

Hozho Academy

- Grade levels to be offered and enrollment projections

Grade Levels to be Offered	Projected Total Enrollment
K-8	138

- Primary Point of Contact

Name	Rachel E Mason				
Mailing Address	104 E Aztec Ave				
City	Gallup	State	NM	Zip	87301
Phone	214-280-6978				
Email	Rachel.simpson88@gmail.com				

2. Names, roles, and current employment of all persons on the applicant team, and qualifications of the team members to establish a high-quality charter school

Name	Role on Team	Qualifications: Education, Employment, Experience
Patrick T Mason	President	J.D.; Lawyer; board member/director of multiple non-profits
Rachel E. Mason	Secretary/Treasurer	M.S. in Elem. Ed. (May 2016); extensive ed. exp. with
Arita Yazzie	Vice-President	Navajo Nation DOJ Lawyer, involvement in Navajo schools

3. Model or focus of the proposed school (e.g., performing arts, dual language, college prep, STEM, Montessori, IB):

Our academic program is best defined as a Classical Liberal Arts curriculum. Classical education is time tested and upholds a standard of excellence. We believe that high standards and a rigorous curriculum, will provide students a complete education that will challenge them to excel both in learning and in character. Students graduate from Classical academies highly literate and excellent individuals, ready to become active and responsible members of their community.

4. Does the school expect to contract with another entity for either management, or substantial oversight or direction in the school's operation? Yes: ☐ No: ☒

If YES, describe the entity and the role it will have in the school's operational plan.

5. Does the applicant team or any members of the team currently operate any other schools? Yes: ☐ No: ☒.

6. Vision/Mission statement. (2-3 sentences)

Hozho Academy is committed to the tradition of a Classical education. We are committed to a rigorous program that will develop students who are educated in all of the liberal arts and sciences as well as in moral character and civic virtue. Our goal is to provide the best education possible which will permit a full understanding of all students' cultures in the four corners area.

7. Student population and geographical setting of the school

- Define the targeted geographical area of the proposed school from which you expect to draw a significant number of your students.

The targeted geographical area will be Gallup, McKinley County, and the Navajo Nation.

- Describe the student population including key demographic data (academic performance, home languages, ELL, and special education populations in the location in which the school intends to locate.

According to the 2014-2015 district report card, GMCS is comprised of 11,975 students. 79% are American Indian, 14% Hispanic, 1% Asian and 5% Caucasian. There are 28% who are considered English Language Learners. Ninety percent are economically disadvantaged. Home languages include Navajo, English, and Spanish. Academic achievement is much lower than the state average. Reading proficiency for all students is 14.9% and 9.5% for math. 20.4% of students are proficient in science.

- Identify where these students are most likely being educated currently and why they are expected to choose the proposed charter school for their future educational needs.

Students are currently attending BIE or GMCS schools, which are not providing adequate education for Native American students, and show a lack of cultural responsiveness in their curriculum and environment. Hozho Academy will fill the educational and cultural gap through the implementation of a classical liberal arts curriculum (encompassing a complete regimen of the sciences, arts, and humanities). The Academy will achieve measurable academic achievement, and become a top choice for those looking for a better alternative for their children.

8. Provide evidence that the applicant team has assessed community need for a school of the nature that will be proposed in the application (e.g., objective surveys or other measures of local demand for the proposed educational program).

Pursuant to an in depth and comprehensive study conducted by the Greater Gallup Economic Development Corporation:

Scores at Gallup-McKinley schools are low across the board. These include proficiency scores and ACT scores. Proficiency scores are 20 points less than the state average, and more than three points less than the larger cities in the state: Albuquerque, Las Cruces, and Rio Rancho.

Graduation rates are close to the state average but less than the major cities in the state. Many young adults are unprepared to enter the workforce and to enter post-secondary schools. Gallup-McKinley does not have a program to "track" the graduating students from their high schools. Therefore, it is difficult for prospect companies to analyze where their potential workforce might be.

The school district has very little in the way of vocational technical training. There is very little ability for young people to get any training for future work in the community.

A common problem between the school district and the Native American population is the continual movement of young children in and out of the school districts, or changing from public schools to Native American schools. This causes problems in the progress of the children in the two different learning environments.

Enrollment in Gallup McKinley County Schools is 11,975. According to the districts 5 Year Facilities Plan, some schools are disproportionately overcrowded due to the location and availability of local housing. HoAc intends to operate in the most crowded area of the school district in the heart of Gallup's North Side.

According to the districts own numbers only an average of 13% of students in the District are proficient in reading, and only 8% are proficient in math.

According to the HoAc survey, which received significant community response, the following was learned:

Where do you live?

61% - City of Gallup

14.6% - McKinley County

24.4% - Other

Do you have children or close relatives of school age (K-12)?

82.9% - Yes

14.6% - No

2.4% - Other

How would you rate the public schools in Gallup-McKinley County?

31.7% - 1

31.7% - 2

19.5% - 3

12.2% - 4

4.9% - 5

Would you be interested in a school with an extended school day (8 am - 5 pm with part of the day being dedicated to extracurricular activities)?

70.7% - Yes

24.4% - No

4.9% - Other

What extracurricular activities would you like to see offered in schools (select as many as applicable)?

92.7% - Music

48.8% - Photography

78% - Sports

75.6% - Drama

65.9% - Arts and Crafts

63.4% - Computers and Technology

65.9% - Mechanics, Wood and Machine Shop

58.5% - Cooking

70.7% - Choir

75.6% - Nature and Outdoors

9.8% - Other

Would you be interested in a school with a half-day Kindergarten option?

65.9% - Yes

24.4% - No

9.8% - Other

What languages would you like to see offered in schools (select up to 4)?

53.7% - Navajo

85.4% - Spanish

51.2% - Latin

19.5% - Mandarin

39% - French

26.8% - German

12.2% - Other

Are you familiar with classical education?

70.7% - Yes

29.3% - No

We also received significant narrative input on the following questions:

What are your thoughts on classical education (optional)?

What else would you like to see in our public schools (optional)?

What are your thoughts on cultural integration into school curriculum (optional)?

What is the most important thing for a school to provide for a student (optional)?

Finally, we have built up an electronic mailing list of 2100 subscribers from our outreach efforts.

From the various community outreach activities undertaken above, we have determined that there is strong community support for improved educational options and opportunities in Gallup-McKinley County. They are interested in an intensive and rigorous curriculum, with extensive learning opportunities besides “just math and reading”. There is widespread support for trying something new in Gallup, which is considered a loved but broken education system by most of the community. The ideas and curriculum proposed by HoAc have received widespread community support and enthusiasm, and many of our partners are ready to go “all-in” on education reform through HoAc.

9. Identify significant innovative features that the school will implement in order to help it realize its vision / mission (e.g., non-traditional school year, longer school day, partner organizations, etc.).

Our academic program is best defined as a Classical Liberal Arts curriculum. Classical education is time tested and upholds a standard of excellence. We believe that high standards and a rigorous curriculum, will provide students a complete education that will challenge them to excel both in learning and in character. Students graduate from Classical academies highly literate and excellent individuals, ready to become active and responsible members of their community.

HoAc will be supported in our development of a Classical Liberal Arts program by Hillsdale College’s Barney Charter School Initiative (BCSI). They currently support 16 successful charter schools across the nation and have put together a successful and cohesive curriculum for Classical schools. There is one other BCSI-supported school

in New Mexico—Estancia Valley Classical Academy (EVCA). Based on the most recent PARCC assessment, EVCA scored well above the state average in most areas and grade levels. To list a few examples, the EVCA percent proficiency for third grade reading was 76.3% compared with 24.9% statewide; the EVCA percent proficiency for fifth grade math was 34.3% compared with 20.4% for the state; and for 10th grade ELA, the EVCA percent proficiency was 88.2%, compared with 31.2% for the state. We strongly believe that a Classical Liberal Arts curriculum will also increase academic achievement for our students.

HoAc will ground education in the humanities, the sciences, and the arts in several current and research-based curricula/programs in the elementary and middle schools. These include: The Core Knowledge Sequence — a specific, grade-by-grade core curriculum of common learning; Riggs Institute’s The Writing & Spelling Road to Reading & Thinking — a multi-sensory, brain-based approach for teaching “explicit” phonics, reading and language arts; and Singapore Math — a conceptual approach to mathematical skill building and problem solving.

10. Describe how the school will be more effective than the schools currently serving the targeted student population, and/or plans to improve student achievement and exceed the academic performance of existing public schools in the targeted service area and any data you have to support this assumption.

The GMCS school district is large and it is difficult to provide for the needs of such a diverse group of students. Currently, there is a generally uniform academic program being offered to students across the district. There are a limited number of charter schools in the school district, and only two currently in Gallup proper (a third will open next year). None of the charter schools in the district are providing the type of program we are proposing. See previous question for additional details.

Please Note: Should your charter be awarded, the founding governing body could undergo a background check to determine if it qualifies to be a board of public finance in the state of New Mexico.

Signature of founder(s)

Date: 01/10/2017

/s/Patrick T. Mason and /s/Rachel E Mason

[PRINT NAME]

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HANNA SKANDERA
SECRETARY OF EDUCATION

SUSANA MARTINEZ Governor

OPTION FOR PARENTS
CHARTER SCHOOLS
DIVISION

2017 NOTICE OF INTENT TO SUBMIT CHARTER APPLICATION

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1. General Information

- Name of Proposed School

Raíces del Saber Community School

- Grade levels to be offered and enrollment projections

Grade Levels to be Offered	Projected Total Enrollment
K-5	200

- Primary Point of Contact

Name	Lucia V. Carmona			
Mailing Address	1565 5th Street			
City	Las Cruces	State	NM	Zip 88005
Phone	(575) 571-2177			
Email	Lucia@nacainspiredschoolsnetwork.org			

2. Names, roles, and current employment of all persons on the applicant team, and qualifications of the team members to establish a high-quality charter school

Name	Role on Team	Qualifications: Education, Employment, Experience
Lucia Carmona	Lead Coordinator	NACA Inspired School Network Fellow; Bachelor's Degree in Sociology. Expert in Community Engagement. Extensive experience in nonprofit work. Rural community development; leadership development and parent engagement.
Carlos Aceves	Curriculum Development	Master's Degree in Educational Psychology, Certified Elementary Bilingual Educator, 23 years of experience as a bilingual elementary school teacher, author of Mesoamerican-based Curriculum, and Published Writer.
Ray Reich	Board Development	Life Coach. Bachelor's Degree in Science, with specialization in Social Psychology; Media Spokesman; and retired senior entrepreneur.
Laura Flores	Founding member	Vice Principal at an elementary school in Las Cruces. Bachelor of Science in Education with a specialization in Special Education & Elementary Education; Master of Arts in Teaching Elementary Mathematics; Master of Educational Administration; nonprofit work, and parent engagement work,
Irene Oliver-Lewis	Founding member	Bachelor's and Master's of Arts Degrees in Theatre and Journalism, Founder and Artist Producer for Court Youth Center/Alma d'Arte Charter School in Las Cruces, 1 st arts based charter in Southern NM. Writer, Producer, Artist in Resident in NM, USA, and Asia. Community arts advocate in arts integration, creative economy, and arts through social justice. Knowledge in all aspects of charter school management, development, and assessment.
Wanda Tamez	Founding member	New Mexico State University College of Education Co-PI and Project Director the Mathematically Connected Communities (MC2) Project. Was principal investigator and Project Director for the Gadsden Math Initiative and project coordinator on the Austin Collaborative for Math Education, both of which were Local Systemic Initiatives. Currently serves on the Advisory Board of the National Science Foundation Discovery Research K-12 program, <i>Teachers' Use of Standards-based Instructional Materials</i> . Has been a PI for MC2 for five years.

3. Model or focus of the proposed school (e.g., performing arts, dual language, college prep, STEM, Montessori, IB):

Community School Model, early elementary, culturally responsive pedagogy, bilingual

Raíces Del Saber Community School will be an elementary school (K-5) in Southern New Mexico which provides a new pedagogical approach to early childhood education through an innovative curriculum basis based on Mesoamerican tradition,

cultural, and language. While incorporating the best practices of education to include heritage language instruction, STEM, Howard Gardner's Theory of Multiple Intelligences (Naturalistic and Existential), multi-age classrooms, team teaching and planning, community and parental collaboration, arts integration, and high expectation of excellence for staff and students. **Raíces** will help children to understand and apply a metaphoric process to literacy, art, mathematics, science, and social studies. The school will adapt Mesoamerican tradition, culture, and the use of numbers as metaphors and mnemonic devices to explore a variety of natural phenomena. The school will integrate oral storytelling in the curriculum using indigenous mythology, cultural anthropology, and multicultural education. Students will be exposed to high-level vocabulary, big ideas, science, math, and art. The pedagogical framework will help students make sense of the world in which we live, articulate and construct a natural way of learning.

4. Does the school expect to contract with another entity for either management, or substantial oversight or direction in the school's operation? Yes: No: XX

If YES, describe the entity and the role it will have in the school's operational plan.

5. Does the applicant team or any members of the team currently operate any other schools? Yes: No: XX

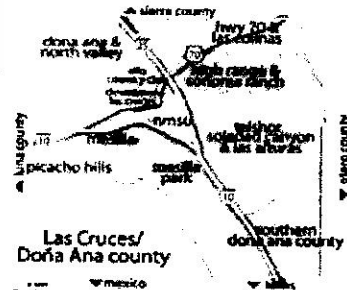
6. Vision/Mission statement. (2-3 sentences)

The **Vision** of **Raíces** is to re-awaken and utilize the wisdom, knowledge, and talents of Mesoamerican heritage in our contemporary environment of early childhood education. The **Mission** is to educate students in a Mesoamerican process of learning through myth (stories about human history and culture that use fiction and fantasy to convey a moral lesson) and metaphor (identifying an idea or a process with something else for the purpose of expressing or illustrating its meaning) to achieve excellence in literacy, art, mathematics, science, and social studies in a Community School environment.

7. Student population and geographical setting of the school

- Define the targeted geographical area of the proposed school from which you expect to draw a significant number of your students.

The school will be located within the Las Cruces Metropolitan Area.



The targeted population resides in the Las Cruces Metropolitan Area. This is located at the center of Dona Ana County. According to US Census Data 2016 and the Las Cruces Public Schools Websites: (<http://www.census.gov/quickfacts> <http://lcpss.k12.nm.us/>).

Total Population in Las Cruces	101,643
Children Under 5 years old	7,115
Total Public Elementary Schools in Las Cruces	27
Total Charter schools	5 - Only one of these schools is Elementary level
Total Elementary Students in LCPS	12,010

- Describe the student population including key demographic data (academic performance, home languages, ELL, and special education populations in the location in which the school intends to locate.

Las Cruces is the second largest school district in the state of New Mexico, located 45 miles from the Mexican border; Las Cruces serves a majority of population of Mexican American/Hispanic students. According to the NMPED's 2015-16 Report Card, Las Cruces Public School earned an overall grade of "C". Student achievement results on the PARCC show proficiency levels in ELA, math and science slightly higher than state averages with the vast majority of elementary students not proficient in any grade or in any subject. The tables below provide specific numbers and illustrate the need for academic improvement.

Demographic data according to the Las Cruces Public School District (based on data certified with the NM Public Education Department for the December 2015 reporting period).

LPS 2015-16 enrollment	Hispanic	Economically Disadvantaged	English Language Learners	Special Education
Elementary students	77.9%	88.5%	15.4%	14.4%
Total enrollment	75.7%	74.3%	10.8%	14.6%

NMPED Accountability Data: **PARCC ELA, Math and Science Results Las Cruces Public Schools 2015-16**

Grade Level	LCPS % proficient ELA	LCPS % proficient Math	LCPS % proficient Science	State averages ELA/Math/Sci
Grade 3	31%	32%	N/A	25%/30%
Grade 4	26%	24%	45%	25%/23%/43%
Grade 5	27%	27%	N/A	25%/26%

NMPED Accountability Data: **Dibels ELA Results All Las Cruces Public Schools 2016**

Grade Level	Total Tested in LCPS	Level 1	Level 2	Level 3
Kindergarten	1577	7.98%	10.59%	81.42%
Grade 2	1656	15.46%	12.26%	72.28%
Grade 1	1719	18.21%	13.39%	68.41%

- Identify where these students are most likely being educated currently and why they are expected to choose the proposed charter school for their future educational needs.

Las Cruces Public School System has 27 elementary schools; there are two parochial schools in Las Cruces and one charter school that serve elementary students. This elementary charter school provides a bilingual program, serves 200 students, and has a waiting list of over 250 students*. Clearly, there is a strong demand for elementary school options in the community. Currently in Las Cruces no school offers ongoing indigenous heritage learning. In fact, *Raíces'* pedagogy will be one of a kind in Southern New Mexico. It will appeal to families that want to expand dual language/Spanish heritage courses into the area of indigenous culture. Parents from surrounding areas of Las Cruces will have the option to offer their children a start in their school life in an environment where they will be participants in the creation of their knowledge through constructivist approaches, feel valued as contributors through dialogue circles, learn the value of cooperation in a classroom setting design based on learning stations, and explore all aspects of Mesoamerican heritage in partnership with teachers and their parents. Parents from the Las Cruces area have described the desire for bilingual learning opportunities for their children, more parent engagement with the school, and opportunities to further their knowledge and skills in supporting and advocating for their children in achieving academic success. Parents will be drawn to the school that welcomes them as partners in the educational process.

*<http://ped.state.nm.us/ped/PEC/docs/121015%20PEC.pdf> (see page 22).

8. Provide evidence that the applicant team has assessed community need for a school of the nature that will be proposed in the application (e.g., objective surveys or other measures of local demand for the proposed educational program).

Doña Ana County has a significant Mexican American population and at least two communities in Las Cruces are focusing to reestablish their Native American status. These include the Tortugas Pueblo and the Piro Manso Tiwa Pueblo. In several meetings and interviews with residents from these populations, participants were exposed to examples of Mesoamerican mathematics, storytelling, and dialogue circle and expressed an enthusiastic response to the inclusion of a strong indigenous component to the curriculum. The Lead Coordinator of *Raíces* has engaged in a significant number of conversations with parents and potential partners, including other interested organizations, community leaders, and cross-sector representatives for their input in the development of this school. For example, New Mexico State University (NMSU) is looking to develop an Ethnic Studies Minor offering in the College of Arts & Sciences that would take a critical, historical, and locally-relevant practice and approach to community. Faculty members of NMSU's College of Education also see our proposed school as an opportunity to contribute in their plans to restructure and consider how teachers can be trained in this model to help improve educational outcomes for children, especially in southern New Mexico. We have held discussions with different participants from NMSU about our partnership for implementing a community school approach and plan to continue discussions with the Dean's office representatives in the College of Education.

Over the last 6 months, our lead coordinator has been organizing sessions and workshops to introduce the content of this future school and discover the level of interest in it. We have held three gatherings with parents from different areas of the region with the participation of a total of 35 people. We have facilitated five sessions and several individual interviews with stakeholders and members from different sectors and institutions including: nonprofit organizations; city council members; county commissioners; the Hispanic Chamber of Commerce; Educators; the Las Cruces School Board; local Indigenous groups; New Mexico State University College of Education Dean's office representatives; including the Dean; Faith Based Community representatives, the Las Cruces Head Start Program Director; representatives from the Arts and Culture sector; and other interested community Leaders. In a total, we have had one-on-one conversations about the school with of 74 people.

9. Identify significant innovative features that the school will implement in order to help it realize its vision / Mission (e.g., non-traditional school year, longer school day, partner organizations, etc.)

In addition to teaching a rigorous common core aligned ELA and Math curriculum, *Raíces* would be the only school in Southern New Mexico to offer a unique and specific curriculum for early childhood education by integrating myth and metaphor through story into the core curriculum of literacy, math, science, and art. This approach invites parents and students to engage in the exploration and creation of knowledge that will foment dialogue in family circles, give parents new tools to evaluate how their children engage with their academic, social, and intrapersonal challenges, and lead to the formation of individual and group definition of what it means to be educated as whole person. Thirty minutes at the end of each day will be reserved to give parents an opportunity to participate in a community dialogue circle with their children and teacher. In this model parent involvement includes parents functioning as intellectuals, partners in their children's learning, and teachers as facilitators to integrate the flow of knowledge construction among all three. Students will learn in multiage classroom settings (K-1st; 1st-2nd; 2nd-3rd) with an approximate 50/50 ratio. Research shows that a multiage classroom has two advantages: older students help the younger ones and as the younger transition they are exposed to a repetition of the curriculum. This will facilitate implementation of a rigorous as well as innovative curriculum. The community school concept will be a place where parents, teachers, and administrators act in a set of values of equal partnership. Taking ownership in a process of integration of academics, health and social services in a holistic approach. Community engagement leads to improved student learning outcomes, strengthen families and together become a healthier community.

10. Describe how the school will be more effective than the schools currently serving the targeted student population, and/or plans to improve student achievement and exceed the academic performance of existing public schools in the targeted service area and any data you have to support this assumption.

Students will experience an approach that focuses on their indigenous heritage and ways of knowing through an integrative, multi-language process. Parental involvement at all levels will support the children achieving high standards of excellence in a rigorous yet individually responsive curriculum. Texts and programs aligned with common core standards will be augmented through the use of oral storytelling, relying on the body of Mesoamerican indigenous stories that have historically been used to teach the concept of metaphors, symbolic interaction, and moral lessons. These stories will be told and discussed through a classroom community circle patterned after indigenous discussion circles that include a talking stick and other objects that facilitate symbolic

interaction. The community circle will be a format for learning the base-20 Aztec and Mayan counting system and will be used to teach basic math concepts such as zero, place value, geometry, and algebraic reasoning, and its application to computation tasks. Nahuatl will be used as a heritage and enrichment language in learning about the Aztec Calendar, exercises of personal self-reflection and sharing, and projects such as gardening, creative writing, and art.

Students will be empowered through the learning of holistic health practices that include: 1. mindfulness meditation/chi-gong/ tai-chi, 2. Aztec dancing, 3. Identifying and exploring the nutritional value of ancient Mexican cuisine such as cocoa, papaya, amaranth, agave honey, chile, beans, squash, and corn. 4. Exploring and applying Mesoamerican practices of hydroponic and permaculture through school gardening. Efforts will be made to include these foods in the children's lunch meals. Parents will be included through pre-school, afterschool, and weekend activities.

While Nahuatl will be used as an enrichment and heritage language, instruction will be in Spanish and English in an immersion model that over three years will be 20/80 (English/Spanish); then 30/70; and finally 50/50 so students will achieve grade level proficiency in both languages by the end of the 3rd year, with the ability to use Nahuatl to contextualize their explanation of concepts rooted in Mexican indigenous tradition.

Raices will incorporate the seasons and significance of the Aztec calendar originally used in planting and understanding metaphor to create a year-round school calendar. In addition the Aztec/Mesoamerican concept of relevance to community and family will be a foundation for the school. Families are invited to help plan and attend specific events throughout the year that culminate in project-based learning exhibitions/fiestas/cultural presentations of myth and metaphor integrated into the core curriculum. Community resources providers of agriculture, arts, culture, numeracy, water, education, and commerce will be invited to collaborate in a variety of lessons and experiences throughout the year. The teaching will be dual language (Spanish/English) with an integration of Nahuatl. Since the classrooms are multi-aged, the staff will team-teach and plan for a general school curriculum, articulation method, and interaction between classrooms. The entire school community—staff, educators, parents, education partners—will receive ongoing in-service training in the pedagogy of myth and metaphor as a way of teaching and learning. School gardens, culinary lunches, and artistic creations highlighting the Mesoamerican culture, tradition, and anthropology will be major aspects in the school environment. In addition, the myth and metaphor pedagogy curriculum fosters character building, cultural competency, empathy for nature and humans relationship to the earth creating a critical consciousness and involvement in learning, understanding, and embracing Mesoamerican culture, tradition, and teachings.

This curriculum and teaching approach will be both highly engaging and allow children to feel valued for who they are, something that traditional schools often do not achieve during the most formative years of a child's educational development. This development in the early years can dramatically impact the later years of a child's schooling in terms of positive education outcomes. Thus the Raices del Saber School will prepare children for success in later years of school and life.

Please Note: Should your charter be awarded, the founding governing body could undergo a background check to determine if it qualifies to be a board of public finance in the state of New Mexico.

Signature of founder(s)

(Print Names)

Lucia V. Carmona 1/9/17

Lucia V. Carmona

Carlos Aceves 1-9-17

Carlos Aceves

Ray Reich Jan 1, 2017

Ray Reich

Laura Flores 1-9-17

Laura Flores

Irene Oliver-Lewis 1-9-17

Irene Oliver-Lewis

Wanda Bulger-Tamez 1-9-17

Wanda Bulger-Tamez

Date: January 9, 2017

Revised 11/13/2015



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HANNA SKANDERA
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SUSANA MARTINEZ
Governor

**OPTION FOR PARENTS
CHARTER SCHOOLS DIVISION**

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Santa Fe, New Mexico 87501

The NOI is intended to provide the Public Education Commission with the primary point of contact among the charter developers, and preliminary information about the charter proposal, such as the school's mission statement, the school's focus, the representative student population in the intended location, enrollment projections, key innovations, etc. (not to exceed 5 pages).

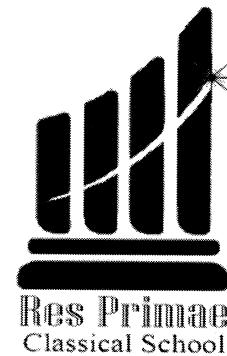
1. General Information

- Name of Proposed School

RES PRIMAE CLASSICAL SCHOOL
"Timeless Principles. Exponential Potential."

- Grade levels to be offered and enrollment projections

Grade Levels to be Offered	Projected Total Enrollment
K-12*	500



*The school will open K-8 with two classes in each grade level and will grow one grade per academic year into K-12. The projected class size for Kindergarten is 20 students. The projected class size for grades 1-6 is 23. The projected class size for grades 7-12 is 21. The school will open with roughly 416 students and will grow to roughly 500 students by year five. These projections anticipate only one class per high school grade due to the trend of students leaving charter/private schools when they enter high school to attend larger public schools with more extra-curricular activity resources and options.

- Primary Point of Contact

Name	Tara Elkins				
Mailing Address	6155 Mojave Street NW				
City	Albuquerque	State	NM	Zip	87120
Phone	505-290-2640				
Email	telkins@hillsdale.edu				

- Names, roles, and current employment of all persons on the applicant team, and qualifications of the team members to establish a high-quality charter school

Tara Elkins, MA - Chair/ Director of Educational Plan

EDUCATION: MA in Politics, Hillsdale College. BA in Politics, Minor in Economics, Hillsdale College.

CURRENT EMPLOYMENT: Substitute teacher for Albuquerque Public Schools (APS)

QUALIFICATIONS: Prior research assistant on the Constitution for Hillsdale President and Academic Mentor; Intern for Senator Pete Domenici in Washington D.C. (2008); Wrote plan for a civics curriculum for students and adults; Interned for the Allan P. Kirby, Center for Constitutional Studies and Citizenship in D.C. (2010); Founder of the Estancia Valley Classical Academy (EVCA); Teacher of history, government, economics, and social dance at EVCA from 2012-2014; Research associate in Hillsdale's Barney Charter School Initiative (BCSI) from 2014-2016, where she developed syllabi and course materials in history, and civics, and helped to build BCSI's academic program guide and to facilitate BCSI's annual school founders and teacher training; Happily engaged!

Daniel Higbie, MA - Secretary/ Marketing and Community Outreach/ Management Plan

EDUCATION: MA International Relations/ Global Markets, Syracuse University. BA Persuasive Negotiation and Classical Rhetoric, Hillsdale College.

CURRENT EMPLOYMENT: Chief Equipping Officer & Founder of The St. James Tearoom,

QUALIFICATIONS: 15+ years of entrepreneurship; Specialties include: Business Envisioning, Conflict Management and Resolution, Creating Business Unit/Team Unity, Customer Service Training, Business Strategy, Process Innovation, Product Development, Customer Experience Design, Entrepreneur, Value Creation, BAM (Business as Mission), and Branding. Husband to a beautiful Ukrainian 'princessa,' and two boys (11 and 7) who love to whack him with their Nerf swords when he's not ready for it. See: <http://www.stjamestearoom.com>

Jason Beam, PhD - Educational Plan/ Information Technology

EDUCATION: PhD in Physical Education, Sports, and Exercise Science, University of New Mexico; MS in Health and Exercise Science, Louisiana Tech University; BS in Mathematics, Louisiana Tech University

CURRENT EMPLOYMENT: Asst. Professor in Fitness Education, Santa Fe Community College, Santa Fe, NM

QUALIFICATIONS: Substitute teacher for APS between December 2013 and May 2014.

Nataliya Moshkovska Higbie, MA - Team Training/ Leadership Training/ Financial Plan/ Parent

EDUCATION: MA in Financial Management, Kyiv National Economics University. BA in Economics, Kyiv National Economics University.

CURRENT EMPLOYMENT: Senior Consulting Associate at GiANT Worldwide. Chief Financial Officer, The St. James Tearoom.

QUALIFICATIONS: MBTI Business Training Institute, MBTI Certification, MBTI Psychological Assessment; Business Valuation and Litigation (REDW), IRA Specialist (Zia Trust, Inc.). Wife of an entrepreneur, mother of two boys (11 and 7), immigrant and proud US citizen.

Joel Adelstone, CPA - Treasurer/ Financial Plan/ Management Plan

EDUCATION: BBA, Accounting and Finance, Georgia State University

CURRENT EMPLOYMENT: Owner and President Joel R Adelstone Co CPAS September 1985 – Present

QUALIFICATIONS: Successfully owned and operated businesses in the fields of public accounting, retail spirits, vending, software sales, human development, real estate leasing, restaurant and brewery, and human nutrition; taught small business classes for the Internal Revenue Service to assist small businesses to comply with the myriad of tax laws and regulations; taught classes to restaurateurs covering operational techniques to save costs and maximize revenue; has been a CPA advisor for two NM companies' public offerings; wrote monthly articles relating to restaurant operations and taxation for a Santa Fe business weekly; spent two terms on the Board of a private school and was their treasurer during the first term; one of the first five CPAs in NM to receive the Certificate of Achievement in Tax Planning and Advising Closely-held Businesses.

Brian Fletcher, Management Plan/ Financial Plan/ Community Outreach

EDUCATION: High School Diploma

CURRENT EMPLOYMENT: CEO and Co-Founder of FootPrints Home Care, Inc. which has grown to over 180 NM employees. (Formerly longtime CFO and Co-Founder.) <http://www.footprintshomecare.com>.

QUALIFICATIONS: Leader, Business Leadership Group, FCCI; Vice President, NM Chapter of Home Care Association of America; Legislative Chair, NM Chapter of Home Care Association of America; Chairman, NM Leadership Council, NFBI.

Entrepreneur, Husband, Father of 3 boys and a surprise brand new baby girl named Penelope!

Victor Bruno, BA - Facilities Plan

EDUCATION: BA, University Studies, concentrations in Economics, Psychology, and Business Administration, University of New Mexico

CURRENT EMPLOYMENT: Commercial Real Estate Consultant

Qualifying Broker License, NM Real Estate Commission, 1976 –2016

QUALIFICATIONS: Over 40 years' experience as a provider of Industrial, Office & Commercial Real Estate Consulting, Advisory, Managerial, and Transactional Services for Corporate America; Vic has been both a student and teacher of real estate ethics since the late 1970s; Co-Author of the Code of Ethical Principles and Standards of Professional Practice of the Society of Industrial and Office REALTORS® (SIOR) and Co-Author of that organization's Ethics Curriculum; Prior Senior Instructor in the U.S. and Canada on behalf of the Society; Past national chair of SIOR's Professional Standards Committee, served three terms on their Board of Directors, as a Regional Vice President, and as a Trustee of the Society's Educational Foundation. Recently certified by NM Real Estate Commission as an instructor of the state's new mandatory CORE Course for the 9500 real estate licensees.

3. Model or focus of the proposed school (e.g., performing arts, dual language, college prep, STEM, Montessori, IB):

Res Primae Classical School (RPCS) is a Core Knowledge, classical, liberal arts school that aims to undergird its content-rich, balanced, rigorous, and integrated curriculum with a warm, cohesive school community, moral and intelligent teachers/support staff, and a culture of discipline, decorum, and order to provide a first-class educational experience for all students. RPCS's academic program combines cutting-edge, researched-based programs, each of which involves an organized and sequential continuum of learning, with the robust and integrated study of core subjects in the liberal arts tradition. The K-8 curriculum is comprised of 1) the Core Knowledge Sequence — a content-rich, coherent and specific, grade-by-grade core curriculum of common learning; 2) Riggs— a multi-sensory, brain-based approach for teaching “explicit” phonics, reading and language arts; and 3) Singapore Math — a cohesive, conceptual approach to mathematical skill building and problem solving. The upper school curriculum consists of a traditional liberal arts and sciences sequence, with the primary focus on literature, history, mathematics, and science, and the integration of these subjects where possible. The fine arts, geography, civics, and Latin are also key components of the school's overall academic program.

*RPCS seeks to be a public educational institution and has no religious or political affiliations.

4. Does the school expect to contract with another entity for either management, or substantial oversight or direction in the school's operation? Yes: ☐ No: ☒

If YES, describe the entity and the role it will have in the school's operational plan.

Res Primae will collaborate with Hillsdale College's Barney Charter School Initiative, which works with classical charter schools around the country. The relationship is fully voluntary and includes no financial obligations.

5. Does the applicant team or any members of the team currently operate any other schools? Yes: ☒ No: ☐

6. Vision/Mission statement. (2-3 sentences)

"Res Primae Classical School seeks to train the minds and improve the hearts of young people through a rigorous, classical education in the liberal arts and sciences, with instruction in the principles of moral character and civic virtue."

7. Student population and geographical setting of the school

- Define the targeted geographical area of the proposed school from which you expect to draw a significant number of your students.

The anticipated location of the school is the Northwest region of Albuquerque, preferably located in the area between Edith and 4th street, and between Alameda and Ranchitos. This constitutes an area that is easily accessible and centralized, standing at the intersection of the Taylor, Taft, LBJ, and James Monroe middle schools, and simultaneously at the intersection of the Valley, Cibola, Del Norte, and Cibola high schools. That said, we hope and expect to draw children from all of Albuquerque.

- Describe the student population including key demographic data (academic performance, home languages, ELL, and special education populations in the location in which the school intends to locate.)

RPCA will serve all K-12 students, regardless of personal circumstance, who desire a content-rich, rigorous, and time-tested curriculum in an environment that promotes moral character and civic virtue. RPCA envisions serving students from the entire Albuquerque and Rio Rancho metro area, but primarily is focused on attracting students in the underserved area in the Northwest region of Albuquerque. Students in the Northwest region of Albuquerque most likely attend Alameda, Los Ranchos, or Alvarado Elementary Schools / Garfield, Taft, or Taylor Middle Schools/ or Valley or Cibola High Schools.

As of 2016, Albuquerque Public Schools serves a total of 76,655 students. Alarming, the most recent (2015-2016) NMPED District Report Cards, show that well over half of all students in APS are not proficient in three core subject areas. 63.4% of APS students test below proficient in reading, 79.3% test below proficient in math, and 54.8% test below proficient in science. Extensive analysis by our team of the scores of the eight public schools in our target area reveal dismal performance. Data from 2016 NMPED Report Cards show that the average performance of the 4,178 students attending Alameda, Los Ranchos, and Alvarado Elementary Schools, Garfield, Taft, and Taylor Middle Schools, and Valley and Cibola High Schools is lower than overall APS performance in reading and math. 67.7% of these students test below proficient in reading, 84.4% test below proficient in math, and 54.1% test below proficient in Science. It is recognized that scores plummeted state wide in reading and math with the introduction of PAARC in 2015-2016. Nevertheless, even under the SBA in 2014, 49.9%, 61.7%, and 57.4% of students in these schools tested below proficient in reading, math, and science, respectively.

In addition, an in-depth analysis of the Report Cards from 2005-2014 reveals that student performance in these schools has seen little or no improvement since 2005. Between 2005 and 2014, the average percentage of students proficient in reading decreased by .087% per year, the average percentage of students proficient in math increased by 1% per year, and the average percentage of students proficient in science decreased by .019% per year.¹ 16.8% of APS students are English language learners. 14.4% are classified as having disabilities and 69.9% come from low income households. Of the students attending the above-mentioned schools in the NW region of Albuquerque 10.4% are English Language Learners. Data suggests that about 90% of these students are raised in English speaking homes, while 10% live in homes in which another language, most likely Spanish, is the predominant language. 15.5% are classified as having disabilities and 65.9% come from low income households.

- Identify where these students are most likely being educated currently and why they are expected to choose the proposed charter school for their future educational needs.

RPCS will serve students likely being educated in Alameda, Los Ranchos, or Alvarado Elementary Schools, Garfield, Taft, or Taylor Middle Schools, or Valley or Cibola High Schools. Families are likely to choose RPCS for its 1) effective elementary

¹ <http://www.ped.state.nm.us/ped/DistrictReportCards.html>.

English language and math programs, 2) cohesive, rigorous, and content-rich K-12 curriculum, 3) high standards of behavior and learning, and its 4) warm, orderly, and studious campus. Parents of students in other Barney Charter School Initiative schools around the country boast that their young children understand mathematical concepts, and know more about the English language than they do. They also boast that dinner table conversation has changed because of the rich content (stories, biographies, history, science etc.) their students are learning. They especially appreciate the CK Sequence, which informs of the content their children will learn in each grade, and ensures their students will avoid gaps in their learning. Finally, parents love the close-knit/warm school community and orderly campus that supports and holds their students accountable to high standards of behavior and academic performance.

8. *Provide evidence that the applicant team has assessed community need for a school of the nature that will be proposed in the application (e.g., objective surveys or other measures of local demand for the proposed educational program).*

Per the 2015-16 NMPED District Report Card, 16% of parents surveyed at Alvarado Elementary School, 19% at Taylor Middle School, and 28% at Valley High School disagree that their child's school holds high expectations for academic achievement. RPCS will hold high expectations. Also, our team assessed community demand for a charter school such as RPCS by requesting feedback through two different methods. First, one founder, a CPA, sent an email request to his clients asking for feedback as to whether they would consider sending their children to RPCS. Out of the clients who responded, 82% were in favor of a charter school such as RPCS. Out of that 82% who are in favor of the school, 21% stated that they would send their children to a charter school like RPCS. Second, we created a Facebook Page describing the school and created an opinion poll simply to determine if close friends and relatives we knew here in Albuquerque would be interested in having a school like this. In less than two days, as of January 9th, 75 people responded. All 75 respondents (100%) believe that RPCS will be an asset in the Albuquerque community, and that they were seriously interested in learning more about the school as a viable possibility for their children. Many said they would send their kids. We plan on much more serious and wide-ranging surveys to determine interest once this Notice of Intent has been received.

9. *Identify significant innovative features that the school will implement in order to help it realize its vision / mission (e.g., non-traditional school year, longer school day, partner organizations, etc.).*

RPCS will use several innovative features to ensure all students meet their potential.

1. The *Core Knowledge Sequence* in grades K-8 (except math): a planned grade by grade progression of specific knowledge in world and American history and geography, mathematics, science, language arts, visual arts and music that has been proven to lift student scores and close the gap between more and less advantaged students. Children learn by building on what they already know. CK motivates students to learn and creates confidence by exposing them to a coherent core of challenging, interesting, interwoven knowledge and vocabulary vital for higher levels of learning; promotes community through a common thread of instruction and learning, including greater collaboration and communication in lesson planning that prevents gaps and redundancy; encourages parent involvement by providing a clear outline of what their children should learn in each grade.
2. *Riggs Institute's The Writing & Spelling Road to Reading & Thinking*: a multi-sensory, brain-based approach for teaching "explicit" phonics, reading and language arts; Riggs addresses virtually every student's learning style through four pathways to the brain sight, sound, voice, and writing; teachers can teach through each student's stronger learning modality while, simultaneously, remediating their weaker ones; accelerates the learning process, avoids discrimination against any student's individual learning style, and provides an optimal learning opportunity for each student.
3. *30-minute morning Reading Block in K-3* which includes small group reading instruction with parent volunteers in conjunction with up to two additional hours of whole group direct instruction in Riggs, reading, and ELA, with intervention for struggling readers.
4. *Singapore Math*: a cohesive, deep, and focused mathematics curriculum, for K-7 that develops capacity for algebraic thinking, which requires strong numeracy, procedural fluency, and an ability to abstract; presents math problems first concretely, then pictorially, and only after these steps in abstract terms i.e. an algorithm; saves instructional time by focusing on mastery of essential math skills, not on re-teaching skills that should have been mastered prior; detailed instruction, questions, problem solving, and visual and hands-on aids.
5. *A common Math Block across all elementary grades* permits ability grouping of the students; ideally, students do not move on until they have thoroughly learned a topic.
6. *Traditional liberal arts and sciences sequence in the upper school*, with an integrated approach to teaching literature, history, mathematics, and science where possible.
7. *A "Great Books" program*: Students, especially in upper grades, will conduct in-depth studies of great literature using Socratic seminars, which foster intelligent, logical, and independent thinking, and the ability to clearly and persuasively articulate ideas. Primary source documents will be the focus in the study of history and sometimes employed in the study of science.
8. Math treated as a tool of practical utility, reason, and logic and a biographical and hands-on approach to scientific inquiry with emphasis on mastering fundamentals and inspiring wonder.

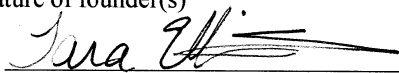
9. *Latin*: Research shows that learning Latin increases students' knowledge of grammar and English vocabulary, improves reading comprehension, and sharpens students' analytical skills and ability to excel in other areas of study such as math, history, and geography.
10. *Senior Thesis*: Seniors will be required to compose and defend a 15-20-page Senior Thesis as a capstone to their academic experience at RPCA.
11. *A Culture of Excellence, Mutual-Respect, and Learning*: virtue, decorum, respect, discipline, and studiousness will be expected among students and faculty.
12. *A Warm and Cohesive School Community*: Part of our vision is to build relationships and to create a true partnership among student, parent, and school so that all stakeholders share an appreciation of the pursuit of knowledge and an understanding of the student's strengths and weaknesses so families are empowered to effectively support their students. This will occur through school open houses, award ceremonies, family style dances, informational meetings etc.
10. *Describe how the school will be more effective than the schools currently serving the targeted student population, and/or plans to improve student achievement and exceed the academic performance of existing public schools in the targeted service area and any data you have to support this assumption.*

The current situation is unacceptable. Per the statistics above, well over half the students in the K-12 public schools in the NW region of Albuquerque are performing far below their potential in at least three core subject areas and there are no signs of improvement. As a substitute teacher in some of these schools, Ms. Elkins observes a severe lack of order, discipline, content, and enthusiasm for learning in the classroom. The lack of effective instruction in language in the elementary schools and the poor quality of literature in classrooms across grade-levels is particularly alarming. Reading is the gateway to learning in every subject and nearly 2,900 students in these schools cannot read at a proficient level, let alone write or speak intelligently about what they read.

RPCS will equip these students to excel by providing proven instruction in the rudiments of language which will establish a solid foundation for reading and the mastery of knowledge in core subjects across grade levels, as part of a coherent, rigorous, and complete K-12 educational experience. RPCS's Riggs method will provide both a strong foundation for students who demonstrate academic progress, and an effective remedial program for pre-existing academic problems we anticipate many of our students have. History and research show that "explicit" phonics instruction, such as that provided in Riggs, significantly improves kindergarten and first grade children's word recognition and spelling, significantly improves children's reading comprehension, is effective for children from various socio-economic levels, and is particularly effective for children who have difficulty learning to read. RPCS's CK Sequence will build on this foundation of literacy by exposing all students to a common, broad base of grade-specific knowledge and vocabulary, which research has shown to lift student scores and to close the gap between more and less disadvantaged students. Finally, the classical liberal arts approach has many award-winning documented successes within a broad range of school settings, including inner city schools (Westside Preparatory School and Decatur Classical School in Chicago) and more "suburban" schools (Ridgeview Classical School in Fort Collins, Colorado), despite the academic disabilities and disadvantages of its students. RPCS is working in collaboration with Hillsdale College's Barney Charter School Initiative (BCSI), which supports the opening and running of classical charter schools across the country. There are currently 16 classical charter schools in 10 states that have been established under the guidance of BCSI. Each of these schools represents a broad range of demographics and is successful and growing. RPCS's academic program is proven and when implemented in the context of a warm, cohesive, community will kindle a love of learning in the students in the NW region of Albuquerque and provide the support and opportunity they need to reach their full potential.

Please Note: Should your charter be awarded, the founding governing body could undergo a background check to determine if it qualifies to be a board of public finance in the state of New Mexico.

Signature of founder(s)



Tara Elkins

[PRINT NAME]

Date: January 10, 2017

Signature of founder(s)

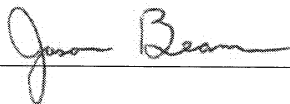


Date: 1-10-17

[PRINT NAME]

Daniel R. Higbie

Signature of founder(s)

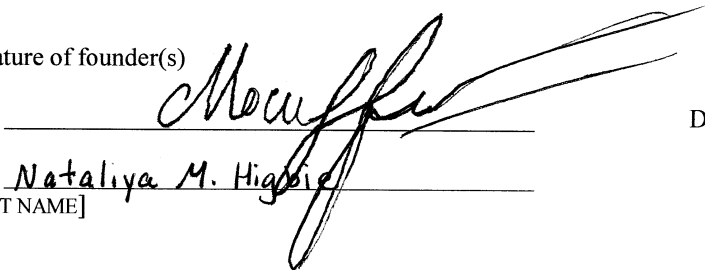


Date: 01-10-17

[PRINT NAME]

Jason Beam

Signature of founder(s)



Date: January 10, 2017

[PRINT NAME]

Nataliya M. Higbie

Signature of founder(s)



Date: 01-10-17

[PRINT NAME]

JOEL R. ADELSTONE

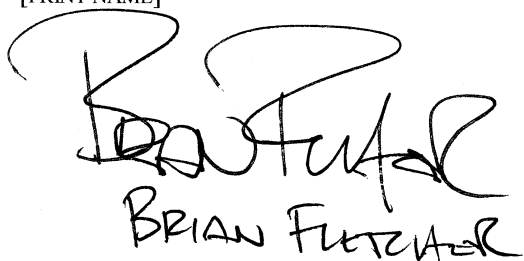
Signature of founder(s)



Date: 1-10-17

[PRINT NAME]

VICTOR S BRUNO



BRIAN FLETCHER

1/10/2017



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PUBLIC EDUCATION DEPARTMENT
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www.ped.state.nm.us

HANNA SKANDERA
SECRETARY OF EDUCATION

SUSANA MARTINEZ
Governor

OPTION FOR PARENTS
CHARTER SCHOOLS DIVISION

2017 NOTICE OF INTENT TO SUBMIT CHARTER APPLICATION

INSTRUCTIONS

According to NMSA § 22-8B-6(B) the Notice of Intent to Submit a Charter Application ("NOI") must be filed by the organizers of a proposed charter school to the Public Education Commission at the address below **AND** to the superintendent of the school district in which the charter school is proposed to be located. *Failure to notify may result in your application being rejected.*

The NOI must be submitted by 5:00 PM Mountain Time on January 10, 2016, **the second Tuesday of January.** Notices of Intent that are not received by the Public Education Commission and the superintendent of the local school district by the deadline may result in the application being rejected. When you send the NOI to the superintendent of the school district in which your charter is to be located, you are strongly encouraged to send it by certified mail return receipt requested, or request a signed receipt when you deliver the NOI. Contact the local district regarding electronic filing.

Notice to the Public Education Commission should be delivered by one of the following methods:

- Electronically to: Charter.Schools@state.nm.us
- By mail or personal delivery: PUBLIC EDUCATION COMMISSION
c/o New Mexico Public Education Department
Attn: Options for Parents/Charter Schools Division
300 Don Gaspar, Room 301
Santa Fe, New Mexico 87501

The NOI is intended to provide the Public Education Commission with the primary point of contact among the charter developers, and preliminary information about the charter proposal, such as the school's mission statement, the school's focus, the representative student population in the intended location, enrollment projections, key innovations, etc. (not to exceed 5 pages).

1. General Information

- Name of Proposed School

Students That Aspire to Teach (STAT) Charter School

- Grade levels to be offered and enrollment projections

Grade Levels to be Offered	Projected Total Enrollment
6-12	400

- Primary Point of Contact

Name	Chris Jones				
Mailing Address	4109 Ojos Prieto NW				
City	Albuquerque	State	NM	Zip	87120
Phone	(505) 803-0812				
Email	statcharter.abq.nm@gmail.com				

2. Names, roles, and current employment of all persons on the applicant team, and qualifications of the team members to establish a high-quality charter school

Name	Role on Team	Qualifications: Education, Employment, Experience
Chris Jones	Founder	MEd- Education Administration, MS- Reading Edu., BOE- Professional Technical Edu., AAS- Business Admin.; Executive Director- LPELC, Sr. Director of Learning Tech.- APS, Asst. Principal- NM Connections Academy; 12 yrs. Charter School Experience

3. Model or focus of the proposed school (e.g., performing arts, dual language, college prep, STEM, Montessori, IB):

The STAT model is built upon college and career preparation for students through a focused pre-service teacher preparation and experiential learning curriculum. STAT will focus on human capital development through implementation of the STAT model, which in 5 to 16 year cycles will produce prospective educators.

4. Does the school expect to contract with another entity for either management, or substantial oversight or direction in the school's operation? Yes: ☐ No: ☒

If YES, describe the entity and the role it will have in the school's operational plan.

5. Does the applicant team or any members of the team currently operate any other schools? Yes: ☒ No: ☐.

6. Vision/Mission statement. (2-3 sentences)

The STAT mission statement was designed to embody our goal of addressing the teacher shortage in our great state through a 'grow-your-own' approach that assists in turning New Mexico students into New Mexico teachers.

STAT Charter School will graduate college and career-ready students that are prepared to contribute to the education profession in New Mexico. We will accomplish this by educating and training future teachers by way of a community-centered, rigorous, personalized, and practical schooling option.

7. Student population and geographical setting of the school

- Define the targeted geographical area of the proposed school from which you expect to draw a significant number of your students.

Southwest and northwest quadrants of Albuquerque, NM.

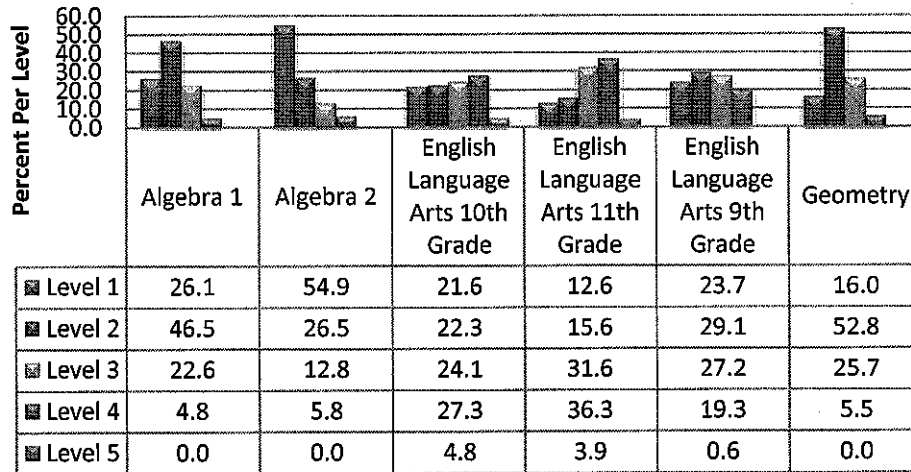
Dennis Chavez and 118th St. SW to Paseo Del Norte and Rainbow Blvd. NW

- Describe the student population including key demographic data (academic performance, home languages, ELL, and special education populations in the location in which the school intends to locate.

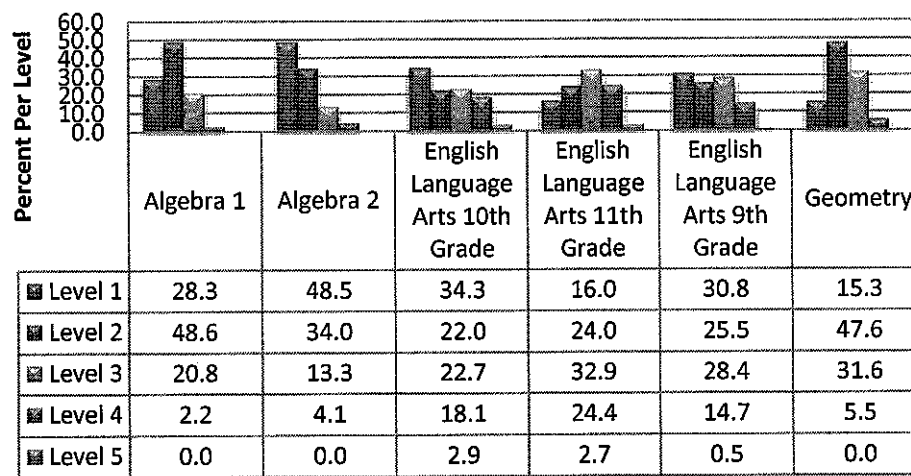
APS District Demographic Data: Total Students- 85,000; Total FARM- 68%; Total ELL- 17%; Total SWD- 15%; Total Gifted- 7%; Hispanic- 67%; Caucasian/White- 21%; American Indian- 4%; African American- 2%; Asian- 2%; Other- 1%; Multi-Race- 3%.

The following 206 Spring PARCC data is reflective of the schools within the location in which STAT intends to locate:

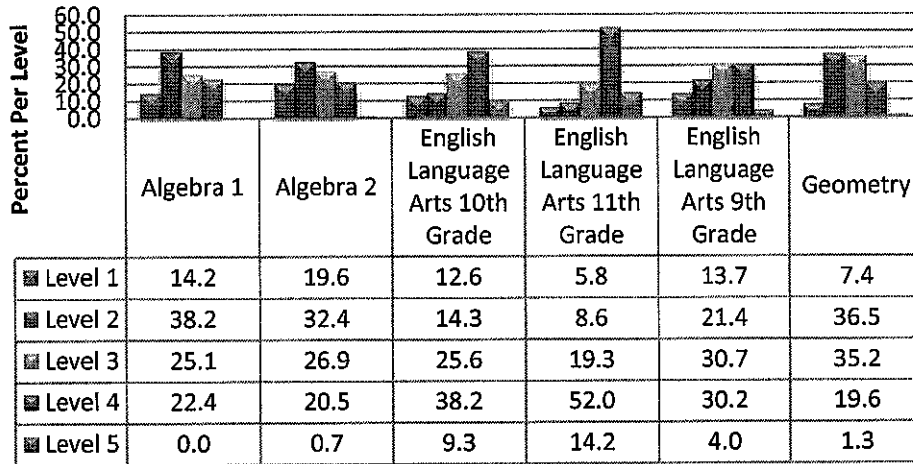
Atrisco Heritage HS



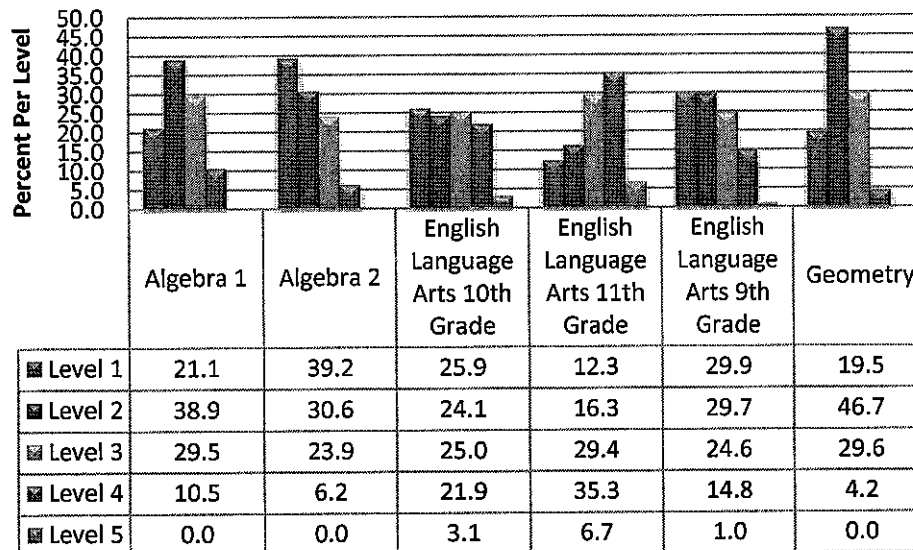
Rio Grande HS



Volcano Vista HS



West Mesa HS



- Identify where these students are most likely being educated currently and why they are expected to choose the proposed charter school for their future educational needs.

Albuquerque Public Schools: Atrisco Heritage Academy High School; Rio Grande High School; West Mesa High School; Volcano Vista High School. We believe that over-consumption and non-consumption will draw students from the above schools to our charter school. Over-consumption means the current model of education implemented throughout the APS district has not fully met the needs of students, includes facets that are outdated, and overly

stringent policies for traditional district students; resulting in discontentment, lack of success, and mass exodus. The other spectrum, which is non-consumers, are those students who are interested in the professional teaching field, but do not have the opportunity to participate in an educational program that aligns with their interest due to the lack of availability within the schools located in the geographic area in which STAT plans to locate. STAT will be a first-of-its kind school model for the state of New Mexico.

8. Provide evidence that the applicant team has assessed community need for a school of the nature that will be proposed in the application (e.g., objective surveys or other measures of local demand for the proposed educational program).

In a 2016 report published by the NMSU Alliance for the Advancement of Teaching and Learning, the central region in New Mexico was identified as having the most profound teacher shortage when compared to other geographic regions in the state of New Mexico. "Albuquerque Public Schools had the most teacher vacancies, at 163." Dr. Karen Trujillo, who led the study, recommends more secondary level career pathways that channel students toward careers in education. "There really needs to be a systematic plan to build a teacher pipeline that goes from high school into college. We have to recruit from those students... We need more Native American teachers, more bilingual teachers, teachers who represent the population in New Mexico." In summary, significant recommendations include developing programs to train, attract, and retain highly qualified teachers in all areas.

9. Identify significant innovative features that the school will implement in order to help it realize its vision / mission (e.g., non-traditional school year, longer school day, partner organizations, etc.).

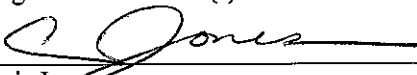
STAT will employ a community school model and will maintain a close relationship with community organizations that support our mission. An example of committed partner organizations located in the Albuquerque community, include Mission: Graduate, Bernalillo County's Community Schools Initiative, and the City of Albuquerque's Running Start for Careers program. Furthermore, STAT is supported by many others including Congresswoman Michelle Lujan Grisham and Educators Rising- New Mexico. Our innovative school will utilize a lab rotation blended learning model, leveraging a balance of digital content and face-to-face instruction as well as authentic learning experiences such as education practicum/lab hours in PreK-8th grade classrooms. Furthermore, we intend to partner with local colleges and universities to develop programs and professional development, and conduct original research that helps to advance teaching and learning for STAT students and families.

10. Describe how the school will be more effective than the schools currently serving the targeted student population, and/or plans to improve student achievement and exceed the academic performance of existing public schools in the targeted service area and any data you have to support this assumption.

Large comprehensive schools within the Albuquerque Public Schools district are unable to provide a student-centered personalized educational program for attendees. STAT's model emphasizes an expanded definition of student success and includes the student success domain areas of non-cognitive skill development, cognitive skill development, academic achievement, student experiences, and transitional readiness, all of which correlate to pre-service teacher education. This model aligns with many curriculum models including behaviorism through the promotion of satisfying experiences, constructivism through the development of customized learning programs that enable students to individually construct knowledge and understanding, and the phenomenology educational psychology approach that focuses on activating students' affective networks, thus creating an environment for learning which helps all students develop a sense of safety and belongingness. This first of its kind model will be tracked closely through ongoing data collection and accountability as it relates to compliance with our charter contract and performance framework.

Please Note: Should your charter be awarded, the founding governing body could undergo a background check to determine if it qualifies to be a board of public finance in the state of New Mexico.

Signature of founder(s)


Chris Jones

[PRINT NAME]

Date: 1/10/2017

NOTICE OF INTENT ON JANUARY 9, 2017

Dear Superintendent Archuleta and Cuba Independent School District Board Members:

Dianna Maestas, President

Pamela Cayaditto, Vice President

Dr. Carl Stern, Member

Taylor Pinto, Member

Vivian Keetso, Secretary

We are submitting to the Cuba Independent School District, PO BOX 70, CUBA, NM 87013 a charter application and a request for the CISD to be acting as our authorizing agent. We look forward to developing a Flagship Charter School and relationship with our future authorizer, Cuba Independent School District .

Torreón Chapter Early College Charter School Proposal 2017

January 9, 2017

1. GENERAL INFORMATION

Name of Proposed School: Torreón Chapter Early College Charter High School

Grades: 9-12 as a charter school and a full day pre-school

*Our preschool can be under the charter, a magnet school or authorized by the Cuba School District.

Projected Enrollment:

150 students for the high school and 50 students for the Pre-School

Primary Point of Contact:

Ray Begaye 505.386.8337 or 505.382.3580

6639 Mountain Hawk Loop, NE

Rio Rancho, NM 87144

rbkinichiinii@yahoo.com

eaglefeatherdine@gmail.com

2. Names, and roles, qualifications of the team members and founders

Ray Begaye, BAE:

NA and Charter Advisor with 14 years as a Former NM State Representative. Mr. Begaye was on the Legislative Education Committee and several other committees and a former Teacher

Mr. Begaye will develop the vision of the Charter, Navajo Language and Cultural Leadership Education and Training, Grant Writing.

Pamela Engstrom, MA:

Pamela Engstrom has extensive experience as an educator and six years of experience as a charter

Pamela Engstrom has a proven track record in academic success. Ms. Engstrom was also a Bureau of Indian Education Trainer for Special Education. Pamela Engstrom will be the Technical Writer of Charter Application, and coordinator of events and calendar.

Christle Bearheels, MS

Christle Bearheels is a NM Licensed Speech Pathologist and specializes in facilitating language learning. She will also be a technical writer for our charter application and advise on improving educational opportunities for students.

Arlinda Sandoval:

Ms. Sandoval is a Parent and is expert on student transportation for the Torreon Chapter. Ms. Sandoval will be lead Survey collection and Community Outreach.

3. Description of School Model

Our model will be a Faith Based Initiative with the academic focus on grades 9 to 12, including a preschool within the model of an early college high school through on-line and blended learning with culturally relevant curriculum, which will also encompass a night/distance learning school with emphasis on language, art, culture and technology. Our technology program will offer coding basics and web design.

Goals to achieve:

Improve Graduation Rate by 25% above CISD average

Place top five in graduating students as compared to the state total of schools with a population of 50% or more Native American Students in New Mexico

Increase the retention rate of teachers of three years or more by 25% as compared to state average

Students will complete their post-secondary goals 75% of the time

Afford students the opportunity to learn the Navajo language.

Attract at least 25% of new student growth that were not recruited from CISD through outreach.

Provide a benefit to the community by providing students who dropped out to return and receive a high school diploma, give an opportunity to have electricity to study during night hours, improve community computer and internet access and reduce travel time and expenses for community members.

To provide a pre-school program through a public school model with dual language instruction in Navajo. Three Head Start Programs were in existence but two Head Start Programs were fully occupied but shut down. There is a desperate need for quality pre-school programming in our community to increase language skills and school readiness.

4. Contracting

We anticipate contracting IT/E-Rate services through K. Winters of Torreon, Yvonne Shay, Ray Begaye, The Falmouth Institute for education related expertise.

We will also contract for special education services such as Occupational Therapy, Speech, etc. We will contract as needed through a thoroughly vetted process.as needed. We do anticipate contracting with the school district to absorb any additional fte available and for their expertise. This may also include contracting with CISD business manager, if this is supported.

5. Members currently operating any other schools?

No.

6. Vision/Mission:

The mission of the Torreon Chapter Early College Charter High School is to graduate students who are prepared for post-secondary success and who are willing to embrace an education that emphasizes, values, language, culture, arts and technology.

7. Student Population and Geographical Setting

The Torreon Chapter is located within the Navajo Nation and within the boundaries of the Cuba Independent School District

We hope to attract students including adults who are returning to school and who are struggling academically or do not quite fit in a typical high school in or around the surrounding boundaries of the Cuba Independent School District (CISD). We would also like to have our public preschool fill a void of our two discontinued Head Start Programs and assist our students who are parents through the Pre-School Program in parent classes and a GLAD Program or another similar support program for our parents. Our population is identified as: students who desire to a high school diploma that is enriched with a culturally relevant curriculum that emphasizes language, culture, arts and technology with on-line and/or blended learning. If students are only enrolled in the on-line program they may be required to visit the school at least once a week, or a liaison will be sent home to ensure the home has the resources to support the student. The Torreon Chapter is 100% eligible for the Free Lunch Program and Title I criteria.

8. Provide evidence that the applicant team has assessed community need for a school and of the nature that will be proposed in the application (e.g., objective surveys or other measures of local demand for the proposed educational program).

Torreón is a community with some parts who do not have access to water or electricity. Some of our students cannot study as they do not have enough sunlight in which to study. A bus ride can be as long as an hour and half to Cuba Schools and this further interferes with their study time at home. A lack of internet

and computer access also limits their time to acquire knowledge as compared to their typical peers. Once students drop out or age out they have no transportation or access to earn a diploma or GED Certificate. The average income is between \$7,000.00 and \$21,000.00 for a family of four. The community school would also operate during non-school traditional hours to act as a resource for the entire community as an on-line vehicle for University learning for credit, a meeting place, a library, etc. Head Start had two out of its three programs shut down and the community has not filled the void. A full day preschool would fill this void.

9. Identify innovative features

Torreon will have their first full time Pre-School.

Community outreach will help our community members who have dropped be able to complete their high school education.

Our school will be Faith Based.

Internet and computer access would be available to community members.

On-line college access for post-secondary education.

Our adult school will run Monday through Friday and no school on Wednesdays. Wednesday will be designated for tutoring for our students and teacher lesson planning and professional development. The Pre-School will run Monday through Friday. This will allow our parents a day off to work, study or attend appointments.

Innovative may not be the same as an urban definition for Torreon, but address our basic needs in close proximity to our residents will elevate Torreon in education levels and employment opportunities and ultimately increase income levels.

10. Describe how the charter school will be more effective than the schools currently serving the targeted student population, and/or plans to improve student achievement and exceed the academic performance of existing public schools in the targeted service area and any data you have to support this assumption.

These contributing factors significantly affect our community. A minimum of 20% of the chapter's community is without water and/or electricity, due to the Torreon Chapter residing in the "Checker Board" area. Oral hygiene is poor due to lack of access to water in homes. This area has very few internet sources, poor cell phone service, and horrible road conditions that cost students more additional lost school days. A high rate of teen parents; members who have dropped out of school; alcohol and drug abuse and poverty. A higher than average rate of individuals living in a house hold make studying difficult. A higher than average rate of alcohol and drug abuse contribute to instability and stressors that effect academic outcomes for entire family units..

A high rate of high school drop outs and unemployment all could be improved with a community school that provides:

- a night school
- a quality preschool for students with children
- job training
- mental health, and career counseling
- visiting health services,
- on-line university access for dual credit or post high school access,
- high school diploma programming offered with flexible hours day and night
- and life-long tracking and support through our community school.

The long term ultimate goal is to lift the entire community with hope because of our community school.

A handwritten signature in black ink, appearing to read 'Ray Begaye', is shown on a light blue rectangular background.

Ray Begaye

**CC: Walter Toledo, Torreon Chapter Manager,
NMPED Charter Division, and the McKinley School Board**



STATE OF NEW MEXICO
PUBLIC EDUCATION DEPARTMENT
300 DON GASPAR
SANTA FE, NEW MEXICO 87501-2786
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HANNA SKANDERA
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OPTION FOR PARENTS
CHARTER SCHOOLS DIVISION

2017 NOTICE OF INTENT TO SUBMIT CHARTER APPLICATION

INSTRUCTIONS

According to NMSA § 22-8B-6(B) the Notice of Intent to Submit a Charter Application ("NOI") must be filed by the organizers of a proposed charter school to the Public Education Commission at the address below **AND** to the superintendent of the school district in which the charter school is proposed to be located. *Failure to notify may result in your application being rejected.*

The NOI must be submitted by 5:00 PM Mountain Time on January 10, 2017, **the second Tuesday of January.** Notices of Intent that are not received by the Public Education Commission and the superintendent of the local school district by the deadline may result in the application being rejected. When you send the NOI to the superintendent of the school district in which your charter is to be located, you are strongly encouraged to send it by certified mail return receipt requested, or request a signed receipt when you deliver the NOI. Contact the local district regarding electronic filing.

Notice to the Public Education Commission should be delivered by one of the following methods:

- Electronically to: Charter.Schools@state.nm.us
- By mail or personal delivery: PUBLIC EDUCATION COMMISSION
c/o New Mexico Public Education Department
Attn: Options for Parents/Charter Schools Division
300 Don Gaspar, Room 301
Santa Fe, New Mexico 87501

The NOI is intended to provide the Public Education Commission with the primary point of contact among the charter developers, and preliminary information about the charter proposal, such as the school's mission statement, the school's focus, the representative student population in the intended location, enrollment projections, key innovations, etc. (not to exceed 5 pages).

1. General Information

- Name of Proposed School

Gallup College Prep

- Grade levels to be offered and enrollment projections

Grade Levels to be Offered	Projected Total Enrollment
8-12	125

- Primary Point of Contact

Name	Frank Chiapetti				
Mailing Address	311 Valentina Drive				
City	Gallup	State	NM	Zip	87301
Phone	505-870-2073				
Email	fjchiapetti@gmail.com				

2. Names, roles, and current employment of all persons on the applicant team, and qualifications of the team members to establish a high-quality charter school

Name	Role on Team	Qualifications: Education, Employment, Experience
Mike Butkovich	Academic Advisor	Retired Educator >35 years experience in teaching/admin
Teri Frazier	Nat. Am. Advisor	Current Educator, PED N.A. advisory member
Dr. Janet Tempest	Community Advisor	Medical doctor and involved in the education community.
Brian Bernard	Staff Advisor	Current Educator and president of McFuse (AFT)

3. Model or focus of the proposed school (e.g., performing arts, dual language, college prep, STEM, Montessori, IB):

School based on accelerating students through college prep classes including pre AP, AP, dual credit, and concurrent enrollment. The intent is to be early college high school with academic/career pathways beginning in the 8th grade (in conjunction with the next step plans)

4. Does the school expect to contract with another entity for either management, or substantial oversight or direction in the school's operation? Yes: ☐ No: ☒

If YES, describe the entity and the role it will have in the school's operational plan.

5. Does the applicant team or any members of the team currently operate any other schools? Yes: ☐ No: ☒X.

6. Vision/Mission statement. (2-3 sentences)

To provide advanced classes to prepare students to earn credits in a specific area of focus established in their 8th grade year to advance the students in high school credits with college credits that do not harm their scholarship or grant funding.

7. Student population and geographical setting of the school

- Define the targeted geographical area of the proposed school from which you expect to draw a significant number of your students.

The primary students will be from throughout McKinley County including current students from Gallup McKinley County Schools. Depending on future negotiations, transportation needs have not been established.

- Describe the student population including key demographic data (academic performance, home languages, ELL, and special education populations in the location in which the school intends to locate.

GMCS currently qualifies for 100% of their students to receive free lunch. The District has a PED grade of a "C". The special education population is just under 12%. The ELL population is higher in the elementary setting being just greater than >30%. At the two large high school in Gallup, the ELL population is 24.1 at GHS and 25.8 at MHS>

The graduation rates of the area high schools are below the state average and this school looks to address this important issue.

Currently <2% of the students at GHS and MHS take AP exams whereas many more take the course. This ~~creates programs that are not as rigorous as true AP programs where the intent is to prepare the students for the~~ exam. Only 18.6% of the students took the ACT at GHS and 11% at MHS.

- Identify where these students are most likely being educated currently and why they are expected to choose the proposed charter school for their future educational needs.

The students currently are educated in the GMCS high schools. The schools offer a limited number of Advanced placement and dual credit programs. The dual credit classes are not aligned to an aligned program of study and then limit their future potential for scholarship and grant funding.

Some students elect to attend Middle College High School that is focused 10-12. The students then take courses towards an associates degree but are not always prepared for the college classes. By starting in the eighth grade the student's academic and elective classes will be focused towards the graduation outcome selected by the student.

8. Provide evidence that the applicant team has assessed community need for a school of the nature that will be proposed in the application (e.g., objective surveys or other measures of local demand for the proposed educational program).

Currently some students elect to attend Middle College High School starting in 10th grade. The school has a waiting list of students to be accepted. Based on talking with community members at GMCS forums last year, parents stated they are looking at private school options in the 8th and 9th grade level due to the current high school's PED grades including Middle College High whose PED grade has also dropped and because of limited AP courses.

9. Identify significant innovative features that the school will implement in order to help it realize its vision / mission (e.g., non-traditional school year, longer school day, partner organizations, etc.).

The school day will not be a traditional schedule beginning in the 10th grade year having to match up with area college's schedules. The school year will have to be tied to the traditional school years of the area colleges as many of the Sophomore/Junior/Senior classes will be built around a dual credit or concurrent enrollment programs. We are working with area colleges including San Juan Community College, WNMU, NTU, and NMSU to develop academic pathways courses to focus students earned college credits. These will be on-line and direct teaching formats. The school is interested in partnering with area businesses to begin job shadowing and GUILD programs for our Seniors along with community service projects to help students with their future college admissions and program applications such as UNM's BA MD program.

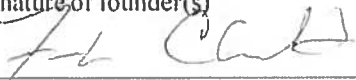
10. Describe how the school will be more effective than the schools currently serving the targeted student population, and/or plans to improve student achievement and exceed the academic performance of existing public schools in the targeted service area and any data you have to support this assumption.

Currently GMCS offers a limited number of dual-credit courses that are not aligned to a specific college program. Students who elect to attend Middle College starting their 10th grade year do not have a program of study that has been focused from the conception of their next step plans. The students 8-9th grade programs have no alignment to the 10-12 grade programs.

Students taking the ACT and SAT in GMCS is a low portion of the population with 18.6% at GHS and 11% at MHS taking the ACT and <2% at both schools taking the SAT. <2% of the students at each school take AP exams. Taking the exams will be mandatory to ensure the focus of the class is on passing the exams and also to build accountability into the programs.

Please Note: Should your charter be awarded, the founding governing body could undergo a background check to determine if it qualifies to be a board of public finance in the state of New Mexico.

Signature of founder(s)



Date: January 11, 2017

Frank Chiapetti

[PRINT NAME]



STATE OF NEW MEXICO
PUBLIC EDUCATION DEPARTMENT
300 DON GASPAR
SANTA FE, NEW MEXICO 87501-2786
Telephone (505) 827-5800
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OPTION FOR PARENTS
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2017 NOTICE OF INTENT TO SUBMIT CHARTER APPLICATION

INSTRUCTIONS

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The NOI must be submitted by 5:00 PM Mountain Time on January 10, 2017, **the second Tuesday of January.** Notices of Intent that are not received by the Public Education Commission and the superintendent of the local school district by the deadline may result in the application being rejected. When you send the NOI to the superintendent of the school district in which your charter is to be located, you are strongly encouraged to send it by certified mail return receipt requested, or request a signed receipt when you deliver the NOI. Contact the local district regarding electronic filing.

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c/o New Mexico Public Education Department
Attn: Options for Parents/Charter Schools Division
300 Don Gaspar, Room 301
Santa Fe, New Mexico 87501

The NOI is intended to provide the Public Education Commission with the primary point of contact among the charter developers, and preliminary information about the charter proposal, such as the school's mission statement, the school's focus, the representative student population in the intended location, enrollment projections, key innovations, etc. (not to exceed 5 pages).

1. General Information

- Name of Proposed School

Gallup Vocational & Military Prep

- Grade levels to be offered and enrollment projections

Grade Levels to be Offered	Projected Total Enrollment
9-12	125

- Primary Point of Contact

Name	Frank Chiapetti				
Mailing Address	311 Valentina Drive				
City	Gallup	State	NM	Zip	87301
Phone	505-870-2073				
Email	fjchiapetti@gmail.com				

2. Names, roles, and current employment of all persons on the applicant team, and qualifications of the team members to establish a high-quality charter school

Name	Role on Team	Qualifications: Education, Employment, Experience
Mike Butkovich	Academic Advisor	Retired Educator >35 years experience in teaching/admin
Teri Frazier	Nat. Am. Advisor	Current Educator, PED N.A. advisory member
Gary Schuster	Voc. Advisor	Current Educator and experience with Perkins Grants
Brian Bernard	Staff Advisor	Current Educator and president of McFuse (AFT)

3. Model or focus of the proposed school (e.g., performing arts, dual language, college prep, STEM, Montessori, IB):

School based around vocational and military preparation. Incorporating technical reading and writing into the general curriculum. Looking to build industry certificates into the graduation requirements along with strong ASVAB scores.

4. Does the school expect to contract with another entity for either management, or substantial oversight or direction in the school's operation? Yes: ☐ No: ☒

If YES, describe the entity and the role it will have in the school's operational plan.

5. Does the applicant team or any members of the team currently operate any other schools? Yes: ☐ No: ☒.

6. Vision/Mission statement. (2-3 sentences)

Prepare vocational graduates to be able to gain their industry certificate in their chosen vocational fields to directly enter the workforce or attend continuing education. Preparing the military candidates with a strong ASVAB score and needed skills to obtain the career of their choosing and succeed in boot camp.

7. Student population and geographical setting of the school

- Define the targeted geographical area of the proposed school from which you expect to draw a significant number of your students.

The primary students will be from throughout McKinley County including current students from Gallup McKinley County Schools. Depending on future negotiations, transportation needs have not been established.

- Describe the student population including key demographic data (academic performance, home languages, ELL, and special education populations in the location in which the school intends to locate.

GMCS currently qualifies for 100% of their students to receive free lunch. The District has a PED grade of a "C". The special education population is just under 12%. The ELL population is higher in the elementary setting being just greater than >30%. The graduation rates of the area high schools are below the state average and this school looks to address this important issue.

- Identify where these students are most likely being educated currently and why they are expected to choose the proposed charter school for their future educational needs.

The students currently are educated in the GMCS high schools. The schools offer a limited number of vocational programs and the vocational ties to the academic classes are limited. The schools have a partnership with UNM-Gallup for CCTE courses but students are not accepted until their senior year and only if they have the three hours available in their schedule.

This school will integrate technical reading and writing into the academic areas and provide a hands-on focus built around academic/vocational projects. Students will get an earlier experience in working towards their industry certificates making a more relevant education.

8. Provide evidence that the applicant team has assessed community need for a school of the nature that will be proposed in the application (e.g., objective surveys or other measures of local demand for the proposed educational program).

The team has worked with the Gallup Executive Directors Association which is a committee comprised of: UNM-Gallup, RMCH Hospital, Gallup Chamber of Commerce, NW NM Council of Governments, City of Gallup, McKinley County Government, Downtown Business Improvement District, and the Economic Development Group. One issue the group is addressing is that the County has a difficult time attracting industry because of not having a qualified workforce. With Gallup Land Partners now starting projects around an Industrial Park and potential Inland Ports both with Gallup Land Partners and the Navajo Nation, a larger qualified workforce will be necessary.

9. Identify significant innovative features that the school will implement in order to help it realize its vision / mission (e.g., non-traditional school year, longer school day, partner organizations, etc.).

The school day will not be a traditional schedule. With academic lessons being built around projects, many of the academic lessons will be in conjunction with the trades class. Thus much of the reading and writing lessons will be jointly taught between the academic teachers and the vocational teachers. The school year will have to be tied to the traditional school years of the area colleges as many of the Junior/Senior classes will be built around a dual credit or concurrent enrollment programs. The school is interested in partnering with area businesses to begin job shadowing and GUILD programs for our Seniors.

10. Describe how the school will be more effective than the schools currently serving the targeted student population, and/or plans to improve student achievement and exceed the academic performance of existing public schools in the targeted service area and any data you have to support this assumption.

Public schools have reduced the number of vocational offerings in the last several years. County High Schools have extremely limited class offerings in the vocational area. With the vocational classes, there is no current ties to the academics. In most cases the vocational programs are general electives. This school will tie academics to the vocational core programs to increase the effectiveness of the vocational programs while still preparing students for graduation test requirements.

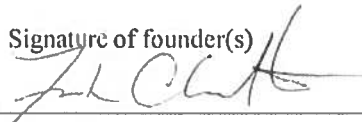
Many students currently in GMCS require alternative demonstration of competencies for graduation assessment requirements. We would like to build these alternative demonstration requirements into the daily curriculum rather than just an exit criteria that is used now.

By building the academic content around the vocational hands-on projects we are also looking to increase the relevancy of the curriculum and provide a set pathway towards graduation and life that the student is involved in creating from day one. Thus increasing the graduation rate from the current rates. The largest two schools in GMCS (Gallup High and Miyamura High) have a 69% and 65% graduation rate for the 2015-16 grading period.

The school will also build on the career/college readiness scores. Again looking at the two largest schools in the district, Gallup High only has 13.7% of the students taking career technical education courses and Miyamura only has 12.8%. In the career/college points on the PED report card, 75.8% of GHS students participated and only 56.3% successfully earned points. While at MHS, 72.4% participated with a 61.8% success rate. This school build around trades/military prep will have 100% participation rate and being small in relative student numbers the students will receive direct mentoring to push for a 100% success rate.

Please Note: Should your charter be awarded, the founding governing body could undergo a background check to determine if it qualifies to be a board of public finance in the state of New Mexico.

Signature of founder(s)



Date: January 11, 2017

Frank Chiapetti

[PRINT NAME]