

AGENDA ITEM EXECUTIVE SUMMARY

- I. **Public Education Commission Meeting Date:** January 15, 2016
- II. **Item Title: Report from Options For Parents and the Charter School Division--Discussion and Possible Actions**
 - A. Schools of Concern
 - B. Notifications and Requests Regarding Governance Changes
 - i. North Valley Academy
 - ii. Horizon Academy West
 - C. Letters of Intent

III. **Executive Summary and Proposed Motions:**

A. **Schools of Concern**

The On-going Actions and Monitoring document on the next pages identifies the status of all on-going monitoring and/or actions.

Public Education Commission

On-going Actions and Monitoring as of January 12, 2016

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"> • PED Office of General Counsel indicates it has negotiated a settlement with the school that retains the contract terms of the prior two year contract, but extends that contract an additional three years through June 30, 2018. • In September the PEC voted to have a subcommittee of the PEC engage in a negotiation process with the school to establish 2015-2016 framework goals for this school. • After this vote the school's attorney contacted CSD and stated that the settlement agreement negotiations included a performance framework and negotiations with the PEC would not be appropriate. • CSD confirmed with the PED Office of General Counsel that it is including Performance Framework goals in the negotiations. • In November the PEC voted to

Public Education Commission
On-going Actions and Monitoring as of January 12, 2016

			invite the school to engage in a negotiation process a subcommittee of the PEC on December 2 nd . The school declined the invitation, asserting that the 2015-2016 framework goals for this school will be established in the settlement agreement.
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Status of Commission Requested Reports, Monitoring, Inquiries, Site Visits

Charter School Name	Date of Commission Request	Matter	Status
Creative Education Preparatory Institute	November 13, 2015	Complaints alleging violations of law and contract.	<p>On November 13, 2015, the PEC voted to require CSD to conduct an investigation into the allegations.</p> <p>CSD has begun the investigation and will report to the PEC on the investigation as soon as possible.</p> <p>CSD is finalizing the investigation and will report at the February meeting.</p>
Southwest Learning Centers		Ongoing investigation.	

Status of Corrective Action Plans

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On-going Actions and Monitoring as of January 12, 2016

Charter School Name	Date of CAP Assignment	Matter	Status	Next Reporting Date
La Resolana Leadership Academy	May 15, 2015	<p>Special education compliance.</p> <p>The school has not been developing accurate IEP schedule of service pages resulting in placement in incorrect levels.</p> <p>The school reported 13 level 4 students on their 80th day and 120th day STARS report and received the funding accordingly, but at both the 80th day and 120th day the school had only 3 level 4 students enrolled.</p>	<ul style="list-style-type: none"> - School submitted a corrective action plan that was accepted by the PED on June 19, 2015. - CSD evaluated the school's report on the implementation of the corrective action plan that was submitted on October 15. CSD has provided the school findings regarding the report. - CSD evaluated the school's report on the implementation of the corrective action plan that was submitted on October 15. CSD has provided the school findings regarding the report. 	Reporting will continue through June 30, 2017 on October 15, December 15, March 15 , and May 15 annually.
Mission Achievement and Success	June 19, 2015	Special education compliance.	<ul style="list-style-type: none"> - In early July, the school's legal counsel has contacted PED and PED's legal counsel. CSD is waiting for further direction from the Office of General Counsel. 	<ul style="list-style-type: none"> - Further action is awaiting guidance from PED Office of General Counsel

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On-going Actions and Monitoring as of January 12, 2016

			<ul style="list-style-type: none"> - On June 19, 2015 the PEC voted to require to school to create a Corrective Action Plan for the July 18, 2015 meeting. - On July 17, 2015 the PEC voted to rescind the CAP. 	
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Schools Looking for a New Facility

Charter School Name	Date of Notification to PEC
Taos Integrated School of the Arts	July 17, 2015
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

B. Notifications and Requests Regarding Governance Changes

- i. North Valley Academy
- ii. Horizon Academy West

CSD has received the following information and requests from the above identified charter schools. Without a PEC process or policy, CSD is unclear on how to proceed.

CSD is presenting North Valley Academy's Board of Finance Application to the Commision for its approval, but requests guidance from the PEC regarding future notifications regarding governance changes and whether a Board of Finance Application is required to be approved by the PEC when governance changes are identified.

CSD is presenting Horizon Academy West's noitification and request to the PEC for the PEC's action. CSD requests guidance from the PEC regarding future such notifications and requests and whether and how they should be brought before the PEC.

North Valley Academy



NEW MEXICO

Public Education Department

New Mexico Public Education Commission

BOARD OF FINANCE APPLICATION

CONTENTS

- INSTRUCTIONS: APPLICATION FOR BOARD OF FINANCE DESIGNATION
 - STATEMENT FROM GOVERNING BODY
 - AFFIDAVITS FOR GOVERNING BODY MEMBERS
 - DECLARATION OR CERTIFICATE OF INSURANCE

DECLARATION OR CERTIFICATE OF INSURANCE

Please attach or insert a copy of a declaration or certificate of insurance that indicates that the financial records custodian [insert name of charter school] is adequately bonded and that [insert name of charter school] is insured through Public School Insurance Authority.

Attached:

☒ Bonding Declaration from: NM Public School Insurance Authority
[Name of institution or agency]

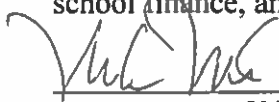
☒ Certificate of Insurance from: NM Public School Insurance Authority
[Name of institution or agency]

AFFIDAVIT OF GOVERNING BODY MEMBER

STATE OF NEW MEXICO)
)
COUNTY OF)

I, Mark Mico, after being duly sworn, state:

1. My name is Mark Mico and I reside in Albuquerque, New Mexico.
2. I am a member of the governing body of the North Valley Academy in Albuquerque, 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 North Valley Academy'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]

12.17.15

Date

Mark Mico
[Print]

VERIFICATION

The forgoing Affidavit of Governing Body Member was subscribed and sworn to before me, this 17th day of December, 2015.

[Notary Seal:]


NOTARY PUBLIC

My commission expires: 01/08, 2017.



OFFICIAL SEAL
ANDREA CHAVEZ
NOTARY PUBLIC - STATE OF NEW MEXICO
My commission expires: 01/08/2017

STATEMENT OF GOVERNING BODY TO CONSULT WITH PED

We, the undersigned, make up the governing body of the North Valley Academy, located in Albuquerque, New Mexico.


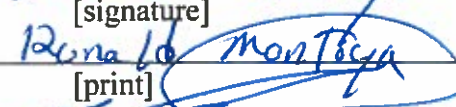
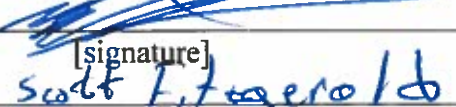

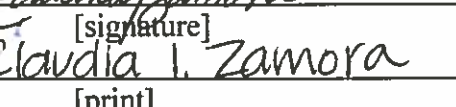

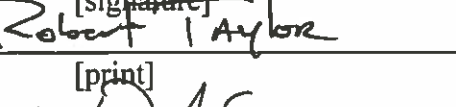
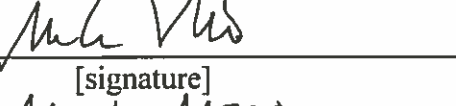

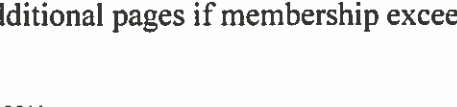
In accordance with 6.80.4.16 NMAC, we agree to consult with the New Mexico Public Education Department on any matter not covered by the manual of accounting and budgeting before taking any action related to funds held as a board of finance.

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.

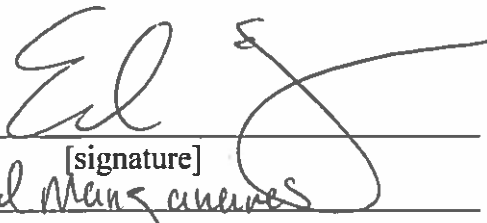
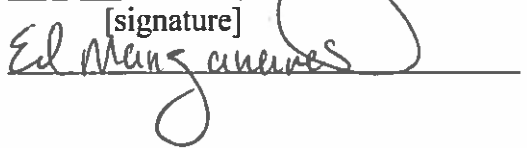
We understand that we must submit an Affidavit of Governing Body Member to the Public Education Commission within 60 days of a change in membership of our governing body.

THE FOLLOWING MEMBERS OF THE NORTH VALLEY ACADEMY GIVE THE FOREGOING STATEMENT THIS 17TH DAY OF DECEMBER, 2015.

1. 
[signature]

[print]
2. 
[signature]

[print]
3. 
[signature]

[print]
4. 
[signature]

[print]
5. 
[signature]

[print]

Attach additional pages if membership exceeds five.

6.


[signature]

[print]

Horizon Academy West

Memo

To: Katie Poulos, Director of CSD
Beverly Friedman, Liaison to the Public Education Commission

From: Cynthia Carter

Date: November 17, 2015

Re: Governing Council Resignation and request for extension

To whom it may concern,

As of Oct. 20, 2015 Horizon Academy West had a Governing Council Member resign. Attached is her resignation letter that was emailed to me on Oct. 20, 2015, therefore it was unsigned. We are working hard to fill this vacancy. At this time I would like to request an extension to fill this vacancy. I appreciate your time.

Respectfully,



Cynthia Carter

Horizon Academy West
3021 Todos Santos NW
Albuquerque, NM 87120
505-998-0459

Horizon Academy West

October 20, 2015

To: Board of Governors

From: Kathy Freeman

First, I want to thank you for allowing me to serve on this Governor's Council Board. It has been great experience for me and I believe that during my tenure the Board has moved the school forward over the last several years. It has been a great pleasure to serve.

However, due to the increasing demands of my job, I have missed many meetings and believe that the school needs to have a board member who can devote more time and be able to attend the meetings. Therefore, it's with great reluctance that I am tendering my resignation effective today.

Again, I appreciate the opportunity that was given to me and wish nothing but the best for the school and its Board.

Thank you

Kathy Freeman

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. 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
A Window of Hope Elementary School	Rianne Herrera	Albuquerque
Columbus Academy	Jack Long	Columbus
Diné Learning Academy	Berdina R. Tsosie, Ed.D	Gallup
Guadalupe Montessori Charter School	Mattie Eagle	Silver City
Hozho Academy	Rachel Mason	Gallup
Melero Charter School	Anastasio Melero	Albuquerque
The Albert Einstein Academy	LeAnne Salazar	Espanola/Santa Fe
Wilow Springs Academy	Amanda Armacost	Raton
School not named Espanola/Deming	Rochelle Cherrin	Espanola/Deming
First Nations Preparatory	Ray Begay	Rio Rancho
Desert Willow School	Emily Aversa	Silver City



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HANNA SKANDERA
SECRETARY OF EDUCATION

SUSANA MARTINEZ
Governor

**OPTION FOR PARENTS
CHARTER SCHOOLS DIVISION**

2016 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 12, 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

A Window of Hope Elementary School

- Grade levels to be offered and enrollment projections

Grade Levels to be Offered	Projected Total Enrollment
K-3 in Year 1 with the potential for a 4th/5th classroom beginning in Year 2	Year 1: 200 in K-3 Year 2-3: 225

- Primary Point of Contact

Name	Rianne Herrera			
Mailing Address	26 Armin Rd			
City	Tijeras	State	NM	Zip 87059
Phone	5054801860			
Email	Awindowofhopeelementaryschool@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
Rianne Herrera MA, NBCT	Founder	MA. Special Education emphasis in Gifted Education; B.A. Dual Certification General Education K-8; B.A., Special Education K-12 emphasis Social Studies; National Board Certified Teacher 2007-Current- Mild to Moderate Disabilities Birth-21; Highly Qualified in Math, English Language Arts, and Social Studies K-12, Apple Vanguard Coach 2015; Albuquerque Public Schools 2001- current
Sara Trujillo MA	Founder	MA. Special Education K-12 emphasis Math and Learning Disabilities; B.A. History and Religious Studies; Highly Qualified in Math, English Language Arts, and Social Studies; Apple Vanguard Coach 2015; Albuquerque Public Schools 2003-current
Janea Menicucci MA	Founder	MA. Special Education K-12 emphasis Learning Disabilities; B.S. Elementary Education K-8 endorsed English Language Arts, History and Mathematics; Wilson Reading System National Trainer 2007; Apple Foundation Trainer 2014; Universal Design for Learning Presenter 2014; Microsoft Innovative Trainer 2015; Albuquerque Public Schools 2001-Current

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

The focus of A Window of Hope Elementary School is to provide small-group, full-inclusion learning settings providing support for academics while maintaining high expectations for all learners. A Window of Hope Elementary School will be built on the 4C Framework (Creativity, Communication, Critical Thinking and Collaboration) and will be supported while utilizing collaborative strategies. A Window of Hope Elementary School will provide early intervention services through STEAM and utilize research-based strategies, to ensure student success. Curriculum will utilize the principles of Universal Design for Learning to meet the needs of students in all academic areas, including: Social and emotional development, limited English proficiency needs, and additional ancillary support as needed. By establishing a partnership with the Coalition for Community Schools, we plan to provide families with community connections and resources.

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)

Our mission is to create access to high-academic achievement by providing unique learning environments within inclusive learning settings. Our school community will foster social-emotional development by inspiring and empowering diverse learners through perseverance and career-readiness skills. We will emphasize and cultivate self-advocacy and self-worth among all individuals while providing a window of opportunity to enhance life experiences.

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.

Albuquerque Metropolitan area

- 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.

Current demographics (APS, 2015):

70% students who qualify for free or reduced lunch

67% Hispanic

21% Caucasian

4% Native American

2% African American

2% Asian

16% English Language Learners

23% Students identified with disabilities

Our school will reflect the demographics of the Albuquerque Metropolitan area, but will emphasize a higher percentage of students identified with disabilities, ELL and low socio-economics status.

- 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.

Most students in the Albuquerque area attend the district's public schools or district- authorized charter schools, with a smaller, but increasing portion enrolled in state-authorized charter schools or local area private schools. Based on the school mission, our desire is to recruit a diverse population of learners and employ faculty members who are Highly Qualified (i.e.- Nationally Board Certified, PhD, Master level teachers, etc.). Families will choose our school based on the educational opportunities being provided along with the ongoing commitment to provide high quality academics while addressing the social-emotional needs of the students. By choosing our school, families will acknowledge the ongoing community building opportunities that will open a window for students to become valued and contributing members of society.

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 members have assessed the need for A Window of Hope Elementary School through conversations with community members, parents/families, teachers and ancillary support personnel, regarding opportunities and needs for this type of schooling establishment. Currently, there are 35 state charter schools and 19 Albuquerque Public School charter schools in the Albuquerque and surrounding area. 9% of those are K-5 schools in the immediate Albuquerque Metropolitan area thus limiting parents the choice of schools. Of these schools, the majorities reside in the farthest southwest or northwest parts of town, which limits families the means for opportunity and access to their child's education. The Founding members are community members within a major school district and understand this type of educational model is not currently available. Community feedback continues to be overwhelmingly in support of this endeavor. The founding members will continue to collect data to support the need for this educational opportunity.

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 school culture will move beyond the typical boundaries of traditional education by practicing strategies to support a fully collaborative learning environment among faculty, students and family, and community members. Through implementation of the Universal Design for Learning Framework, we will better meet the needs of multiple intelligences as well as encourage expansion of community based learning. These key features will be supported through: a year-round school calendar; an extended school day for enrichment or intervention purposes; before and afterschool therapies/programs, i.e. expand education to stakeholders and community for GED, ELL, technology classes, etc. In addition, plans include a partnership with the Coalition for Community Schools to provide family education and supports as described above.

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.

A Window of Hope Elementary School will provide student-centered learning through collaborative engagement strategies, multi-modal and multisensory academic learning. The student to teacher ratio will be optimal for a successful inclusive learning environment. By implementing the Universal Design for Learning Framework that incorporates multiple intelligences, students will have equal access to high quality instruction with a rigorous academic curriculum. In addition, students will have access to educators who exceed the state standards for highly qualified educational professionals.

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)

Rianne Herrera MA, NBCT

Date: December 23, 2015

Rianne Herrera MA, NBCT

[PRINT NAME]

Sara Trujillo

Sara Trujillo MA

[PRINT NAME]

Janea Menicucci

Janea Menicucci MA

[PRINT NAME]

Revised 11/13/2015



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SECRETARY OF EDUCATION Governor

**OPTION FOR PARENTS
CHARTER SCHOOLS DIVISION**

2016 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 12, 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).

Revised 11/13/2015

1. General Information

- Name of Proposed School: **Columbus Academy**
- Grade levels to be offered and enrollment projections

Grade Levels to be Offered	Projected Total Enrollment
6th 1st year; 6-7th 2nd year; 6-8th 3rd year and so on eventually serving students in grades 6-12	70; 140; 210 respectively by year of enrollment and upto 285 students

- Primary Point of Contact

Name	Jack Long				
Mailing Address	P.O. Box 529				
City	Columbus	State	NM	Zip	88029
Phone	(575) 694-3171				
Email	jacklong42235@yahoo.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
Jack Long	Founder & Team Coordinator	BA Public Administration, MA Education, Retired, public health service, building and international development work in Guatemala
Roberto Gutierrez	Founder & Academic Counsel	BA Science-Biology, BA Arts-Chemistry, bilingual educator, businessman 25yrs+, public office 10yrs+
Emma Armendariz	Founder	EDD, Retired Principal ALBQ SD, Director Bilingual Education in LCSD,
Jeffrey Smith	Legal Aid	Licensed Public Attorney specializing in immigration and international business, Self employed
Victor Zizumbo	Founder	Marine Veteran, International businessman, parent, self employed
Mark Casavantes	Application Writing	BA. Architecture, BIS Math Education, M.Ed. School Administration Current Employment Math Teacher at David Carasco Job Corps Center
Ben Tice	Application Writing/Advisor	Retired Superintendent of El Paso Academy East and West
Wes Clarkson	Advisor	Retired Central Office Administrator with El Paso ISD School Administrator with Carlsbad Public Schools
Leo Viramontes	Business Incubation/ Fundraising/Advisor	Manufacturing, Electronics and Computer Science Professional
Martha Molina	Application Writing	Business Owner/Business Teacher
Debra Garcia	Application Writing / Grant Writing / Liaison / Special Ed/504	BA Speech Therapy, MPA Public Administration

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

Dual language and STEM.

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. **Not applicable.**

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)

We will help increase the graduation rate of students, develop an appropriate academic program that meets the students needs and addresses the education gap problem between middle and high school, and focus on establishing a support system of family, educators, peers and the community.

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. Initial student enrollment will be the 5th grade graduates that would have to travel to Deming for 6th grade but the Academy would be open and available to all students in Luna County. The average number of students being bussed from Columbus to Deming for higher education is roughly 70 per grade level; less students reach the high school after completing the 8th grade. An independent study will be conducted to better identify the actual number of graduating students from southern Luna County including the use of existing data available. Other students from which to draw enrollment from includes: Red Mountain Middle School, Deming Middle School and eventually Deming High School. Our students would simply stay within the Village of Columbus city limits with an extended school day that incorporates after school activities that engage the student in a controlled setting while applying skills they are learning or are mastering. The students will have the opportunity to learn and grow in familiar surroundings with proper technology tools, academic leaders and the emotional support they are accustomed to without having to travel over 2 hours to Deming and back daily. We anticipate filling the gaps that causes high school dropouts, teenage pregnancy, academic under-crediting, language barriers, social skills and all other levels of readiness for high school immersion to successful graduation. We expect students to be better equipped for transition and personal success by committing to work through areas of need individually or as a group by utilizing smaller class sizes which have been proven to be more effective.
- 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. Most students from Columbus Elementary School come from homes where English is the second language but rarely used or spoken by the parents. Nearly all students entering the education system in Columbus lack the academic skills in their native language making it much harder to teach in another language such as English. Our students would simply stay within the Village of Columbus city limits with an extended school day that would incorporate after school activities that will engage the student in a controlled setting while allowing them to apply skills they are learning or mastering with the use of technology and tools otherwise not available to them. Our students will have the opportunity to learn and grow in familiar surroundings with proper tools, caring academic leaders, and the emotional support they are accustomed to without having to travel over 2 hours daily to and from Deming schools.
- 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. All of our students are from the Deming Public School District, attending either Deming Intermediate School, Red Mountain Middle School, Deming Middle School, and Deming High School. In the past, the majority of the parents sought to keep the 6th grade students here and succeeded until recent

years when the DPS Board reverted to their plan of busing all 6th graders to the Deming Intermediate School and then having to build to fill the extra need. Columbus School has more parental involvement than other schools within the district and that suffers when students are being taught 31 miles away. The biggest advantage is students will not have to travel over 2 hours a day and suffer the related negative effects but could utilize that time instead for learning. Parents will be able to become actively involved in parent-teacher conferences, and other activities.

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 idea of a Charter School in Columbus has been supported for over 2 decades by the community but lack of resources and expertise in program development and curriculum have thwarted past efforts. The Columbus Academy will not take anything from the Deming Public Schools, we are adding to it with the same goal. Eventually leaders in the area will seek to become an Independent School District where Columbus would be responsible for the education of their own student population. Parents and residents alike would take more ownership of their child's education believing in and establishing the foundation of responsibility of "it takes a village to raise a child" and educate him as well.
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.). Students and their families are already accustomed to the non-traditional year around school year that would be kept in place. The teaching in a school day would increase by the nearly 3 hours saved from traveling over 62 miles every day. Instead of riding in a bus the students would be in social environment conducive for learning and applying their new skills by mentoring other students. Our school, the Columbus Academy, would partner with existing organizations to try to integrate their program into our curriculum to avoid duplication of efforts. This would include educating parents in the advantages of academic success so they can encourage and guide their children in the process. We will also make available classes in English as a second language to parents and residents of the area. After-school programs and extracurricular activities that engage the students in learning other cultures and social integration.
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. Our new school, the Columbus Academy, will provide area students with additional support and academic resources to help improve our student graduate rate. Historically, there are a lot more students leaving Columbus School than there are graduating from Deming High School. Our community specific student needs include smaller class settings, provide a higher level of social and emotional support, a wider base of community engagement that leverages collaborative relationships with public, private and community agencies that support our school. Students will have access to greater learning and potential that will increase their chances of higher education opportunities in college, or whatever their alternative career field choice may be. To obtain data, studies will be conducted periodically to measure growth and development and compare statistical historical data and make adjustments to ensure that students are in fact improving and graduating with their classes. Testing and assessments will be used as measuring tools for improvements to the students work and growth instead of demonstrating failing resources or misconstrued data of information.

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):

Jack Long

Date:

01/10/2016



STATE OF NEW MEXICO
PUBLIC EDUCATION DEPARTMENT
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HANNA SKANDERA
SECRETARY OF EDUCATION

SUSANA MARTINEZ
Governor

OPTION FOR PARENTS
CHARTER SCHOOLS DIVISION

2016 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 12, 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 – Diné Learning Academy
- Grade levels to be offered and enrollment projections

Grade Levels to be Offered	Projected Total Enrollment
PreKdg – 2 nd	80 students

- Primary Point of Contact

Name	Berdina R. Tsosie, Ed.D.				
Mailing Address	P.O. Box 94				
City	Rock Point	State	AZ	Zip	86545
Phone	928.349.0271				
Email	Berdina_tsosie@yahoo.com				

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

Name	Role of Team	Qualifications, Education, Employment, Experience
Justin Jones	Attorney	J.D. in law, University of Kansas; 4 years in education as the Navajo Nation Executive Director for Navajo Education, Executive Director for various schools for 8 years; currently in private practice as attorney. New Mexico/Arizona and Navajo Nation barred.
Berlinda Begay	Linguist	MA.Ed from University of Arizona in Linguistics; MA.Ed. from Northern Arizona University in Educational Leadership; currently in 2 nd year of doctorate program from Fielding Graduate University; 20 years in education as a teacher; 3 years in curriculum work and assessment; Developed curriculum and assessment tools for schools using state and common core standards. Arizona and New Mexico Administrator and Teacher Certified. Will obtain Doctorate degree in Education in May 2016.
Dr. Berdina Tsosie	Executive Director	Ed.D. from Arizona State University in Leadership and Policy Studies; MA.Ed. from Doane College in Curriculum and Instruction and from Northern Arizona University in Educational Leadership. 13 years as an elementary and JH teacher; 14 years as an Executive Director, Principal and CEO of various K-8 and K-12 schools. Developed curriculum and assessment tools for schools using state and common core standards; provides training in different educational topics such as curriculum, common core, assessments, school board, policies and procedures, etc. Arizona and New Mexico Administrator and Teacher Certified.
Sherleen Yellowhair	Curriculum Specialist	MA.Ed. from Doane College in Curriculum and Instruction; currently in 2 nd year in educational leadership program from Highlands University; 21 years in education as an elementary teacher; 6 years as a Reading Specialist for K-8 th grades; developed dual language curriculums for various schools, with specialty in Navajo and English dual language/cultural curriculum; Developed effective instructional programs for schools for academically at-risk students in grades K-12 th grades; developed assessment tools to be used for Intervention programs. Arizona and New Mexico Teacher Certified. Currently working on M.A.Ed. in Educational Leadership.

3. Model of focus of the proposed school (e.g., performing arts, dual-language, college prep, STEM, Montessori, IB):
A holistic Diné Framework of Exploratory Learning for grades Pre-Kindergarten through Second Grades.

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 other schools? Yes: ☐ No: ☒

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

VISION: The Diné Learning Academy is committed in molding and nurturing students to instill holistic resiliency while becoming self-reliant individuals in a diverse society.

MISSION: Our mission is to place students on the path to self-reliance through a culturally sound foundation and academic perseverance.

Goals:

- Be successful in a diverse society with a foundation of a bicultural and bilingual education.
- Increase parent involvement and recognition of student success.
- Increase physical well-being to make healthy lifestyle choices.

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 state of New Mexico has three main border town areas where there is a predominant number of Navajo and other Native American students that attend nearby public schools. The Diné Learning Academy will target these students, specifically in the border town areas in either Gallup, Farmington, Shiprock areas.

- Describe the targeted student population including key demographic data (academic performance, home languages, ELL, and special education population).

Because the Diné Learning Academy will specifically use Exploratory Learning as the main focus for students in Pre-Kindergarten through Second grades, the targeted student population eligible to enroll in the Diné Learning Academy are the following:

- a. Navajo and/or Native American students with tribal enrollment.
 - b. Students whose home language is English, but would like to learn Navajo or their native language
 - c. Students who are academically at-risk
- Identify where these students are most likely being educated currently and why they are expected to choose their proposed charter school for their future educational needs.

Currently, the targeted student population attend school in nearby public schools as well as Bureau of Indian Education schools.

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 sent out surveys to all the parents of students in the Farmington Municipal Schools, Central Consolidated Schools and McKinley County Schools. Out of the 3000 surveys that were sent out to these parents, we received a total of 543 completed surveys. The surveys asked parents what they felt were important to be taught in the schools their children are attending. 75% of the parents who completed the surveys stated that they would like some type of a dual language school where their children would not only learn their native language, but to learn their cultural teachings as well as the disciplining of such teachings in all content areas. 87% of the parents also stated that because the schools where their children are attending school at are so predominantly structured in "western ways" and because schools are not being taught according to the way that their children learn, it is becoming more difficult for their children to keep up academically. As a result, they would like for their children to attend a school where there is holistic education and the school teaches the "whole child", meaning that their academic, emotional, social, physical and spiritual developments are enhanced through such teachings. As a result of these surveys, our team is proposing such a school to meet these needs.

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.).

Exploratory learning is defined as an approach to teaching and learning that encourages learners to examine and investigate new material with the purpose of discovering relationships between existing background knowledge and unfamiliar content and concepts. All exploratory learning approaches are based on the following four principles:

- Learners can and should take control of their own learning;
- knowledge is rich and multidimensional;
- learners approach the learning task in very diverse ways; and
- it is possible for learning to feel natural and uncoaxed, that is, it does not have to be forced or contrived.

Through the holistic Diné framework of Exploratory learning, students will use their natural process of learning because this is the type of learning people do right from the very beginning of their life! (Babies are natural learners' years before they know anything about teachers, lessons, tests.) Exploratory learning proposes several features in such a growth process. The very way a person goes about evaluation and reflection is rooted in their core assumptions. We have certain ways of going about things. Transformative learning, then, amplifies uncertainty. Uncertainty creates disequilibrium. As attractive as certainty necessarily is to a person, when one engages an exploratory learning process, it's the attitude of discovery, exploration, and playfulness that supports the learner's ability to 'play around' with the shedding of the usual constraints. More amazing is why this is so. Just deciding to take a different approach shakes and alters some of our assumptions. It's as if, having worn our favorite hat over and over again, one day we put on a different hat and our entire experience starts to change. This isn't strange, really. Experiential processes in the mode of exploration and discovery are powerful. Collaborations amps the process. The interplay of persons exploring and discovering together has a tremendous rippling effect. Other people in the process turn over a rock and what they discover doesn't necessarily make sense for them, but what they discover happens to be of fantastic import for each individual child. One of the marvelous discoveries people report after they've become more adept at this kind of learning is, 'Hey, I'm finding out about stuff I knew but I didn't know I knew it!' Such reports speak to a common quality of intentional engagements of processes which takes us out of our habitual, ordinary, certain approach: we learn about how we know what we know. Awareness about our own process of learning is itself an expansive, vital and creative capability.

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.

We are proposing that the Diné Learning Academy begin the first year of implementation as a Pre-Kindergarten through Second Grade institution. The Academy is proposing to use Exploratory Learning through a holistic Diné framework of Principles. Because children's learning and development is holistic, advancing simultaneously in the areas of health, cognition, personal and social development, and well-being, it is crucial that their learning and development is advanced when they are provided with opportunities, support and engagement within their families and in partnership with early childhood professionals. It is also crucial that these opportunities are advanced through acknowledging each child's identity, culture, and spirituality, and responding sensitively to their emotional states, and building each child's confidence, sense of well-being and safety and willingness to engage in learning.

The framework proposes to use a set of principles set the highest expectations for every child and identifies five learning outcomes for all children who will be attending the Diné Learning Academy.

- Children have a strong sense of identity
- Children are connected with and contribute to their world
- Children have a strong sense of wellbeing
- Children are confident and involved learners
- Children are effective communicators.

Children learn from birth and their learning and development at each stage of life forms the foundation for the next. During the period from birth to eight years, children experience more rapid brain development and acquire more skills and knowledge than in any other period in their lives. By the time they enter school, children have already developed key communication, learning and thinking skills; learned to build and maintain relationships; and formed a strong sense of their own identity. These skills and knowledge are the foundation for learning at school, and for lifelong learning. This framework also proposes to identify eight Practice Principles for learning and development which describes the most effective ways to facilitate learning and development.

Practice Principles for Learning and Development:

This principle is based on the understanding that when teachers establish a caring and respectful relationship with children and families they are able to work together to deliver effective learning and development experiences relevant to children in their local contexts. These experiences gradually expand children's knowledge and understanding of the world and promote their health, safety and well-being. They are interrelated and arranged into 3 categories:

1. Collaborative:

- a. family centered practice – children learn in the context of their families and families are the primary influence on children's learning and development. Teachers engage in family-centered practice by respecting the pivotal role of families in children's lives.
 - i. Use families' understanding of their children to support shared decision making about each child's learning and development
 - ii. Create a welcoming and culturally inclusive environment where all families are encouraged to participate and contribute to children's learning and development experiences
 - iii. Actively engage families and children in planning children's learning and development
- b. partnership with professionals- Teacher come from diverse professional backgrounds, therefore, they use multidisciplinary approaches to provide better support for families and draw on the skills and expertise of their peers.
 - i. Work collaboratively to share information and plan to ensure holistic approaches to children's learning and development
 - ii. Acknowledge each other's practices, skills and expertise and make referrals when appropriate
 - iii. Build on child's prior learning and experiences to build continuity for their learning and development from birth to 8 years of age.
- c. high expectations for every child – Every child has the ability to learn and develop. Having high expectations is especially important in achieving better outcomes for the most valuable children. Some children require additional support and different learning experiences and opportunities to help them to learn and develop.
 - i. Commit to high expectations for all children's learning and development
 - ii. Ensure that every child experiences success in their learning and development
 - iii. Work with families to support children's learning and development at home and in the community

2. Effective:

- a. Equity and diversity – Children's personal, family and cultural histories shape their learning and development.
 - i. Children's evolving capacities to learn from birth is supported
 - ii. Ensure that the interests, abilities and culture of every child and their families are understood, valued and respected
 - iii. Identify areas where focused support or intervention is required to improve each child's learning and development
 - iv. Recognize bi and multi-lingualism as an asset and support these children to maintain their first language and learn their second language equally
 - v. Promote cultural awareness in all children, including greater understanding of native ways of knowing and being
 - vi. Support children to develop a sense of place, identity and a connection to the land
 - vii. Encourage children to active participants for sustainability, influencing the quality of life now, and for future generations
- b. Respectful relationships and responsive engagement – From birth, secure attachments formed through warm and respectful relationships with familiar adults are fundamental to children's learning and development. These relationships protect, regulate and buffer children. They provide a secure base that helps children to feel secure and confident to try new things and to learn.
 - i. Initiate warm, trusting and reciprocal relationships with children
 - ii. Provide safe and stimulating environment for children
 - iii. Develop learning programs that are responsive to each child and build on their culture, strengths, interests, and knowledge to take their learning and development forward
 - iv. Understand, communicate and interact across cultures by being aware of their own world view
 - v. Respect the views and feelings of each child
- c. Integrated teaching and learning approaches - A gradual shift in emphasis occurs over the first eight years of a child's life, along a continuum from play to more structured learning in formal settings. Early childhood professionals apply strategies to support sustained and shared interactions with children through play to more focused experiential learning. Learning is an active process that must involve children's engagement. Play is essential for its ability to stimulate and integrate a wide range of children's intellectual, physical, social and creative abilities. Active engagement with, and attunement to children in their play extends and supports their learning. Shared, sustained conversations are also a powerful and important feature of active adult engagement.
- d. Assessment for learning and development - Assessment is designed to discover what children know and understand, based on what they make, write, draw, say and do. Early childhood professionals assess the progress of children's learning and development, what children are ready to learn and how they can be supported. All children benefit when assessment reflects a whole-child approach, providing a

holistic view of learning and development. A range of assessment tools are used, processes and approaches to build on prior learning, avoid duplication and add value. Families play a vital role in their children's learning and development. The health and wellbeing of the family when planning for the child's learning and development is being made aware of.

- i. include children's views of their own learning are authentic and responsive to how children demonstrate their learning and development
 - ii. draw on families' perspectives, knowledge, experiences and expectations and consider children in the context of their families and provide support to families
 - iii. when necessary
 - iv. value the culturally specific knowledge embedded within communities about
 - v. children's learning and development and ensure they are transparent and objective, and provide families with information about their children's learning and development, and about what they can do to further support their children
 - vi. gather and analyze information from a wide range of sources to help them assess
 - vii. and plan effectively and provide the best possible advice and guidance to children and their families
3. Reflective:
- a. reflective practice - Children's learning and development is advanced when they experience interactions with highly effective early childhood professionals. Early childhood professionals become more effective through critical reflection and a strong culture of professional enquiry.

Early Years Learning and Development Outcomes:

The Holistic Diné framework of Exploratory Learning identifies five Learning Outcomes for all children from birth to 8 years of age:

- Children have a strong sense of identity (identity).
- Children are connected with and contribute to their world (community)
- Children have a strong sense of wellbeing (wellbeing)
- Children are confident and involved learners (learning)
- Children are effective communicators (communication).

Children learn at different rates, in different ways and at different times. Their development is not always easy or straightforward. For some children and families, learning and development involves considerable struggle and requires much perseverance. Therefore, different kinds of support and engagement will be required. Early childhood professionals use the Practice Principles for Learning and Development to provide the support necessary for every child to learn and develop. The descriptions of the five Outcomes included here are neither exhaustive, nor exclusive. The five Outcomes provide a common language to support collaborative approaches between all early childhood professionals and families.

Outcome 1: Children have a strong sense of identity:

Relationships are the foundations for children's construction of identity. In order to form a strong sense of self, children need to build secure relationships first within the family and then with caring, attentive adults in other settings. For babies and young children, strong attachments are critical. Children's positive experiences of relationships and places support their understanding of themselves as secure, significant and respected individuals. A positive sense of identity strengthens children's interest and skills in being active participants in their communities. The maintenance of first or home languages has a significant and continuing role in the construction of identity. This is supported when early childhood professionals respect children's cultures and languages.

- a. Children feel safe, secure and supported.
- b. Children develop their emerging autonomy, inter-independence, resilience and sense of agency.
- c. Children develop knowledgeable and confident self-identities.
- d. Children learn to interact in relation to others with care, empathy and respect.

Outcome 2: Children are connected with and contribute to their world

Children's connectedness with and different ways of belonging to people, country and communities help them to learn ways of being, reflecting the values, traditions and practices of their families and communities. As children move into early childhood settings and then schools, they broaden their experiences, relationships and communities. Over time and with opportunity and support, the ways in which children connect and participate with others increase. Participating in their communities strengthens children's sense of identity and wellbeing.

- a. Children develop a sense of belonging to groups and communities and an understanding of the reciprocal rights and responsibilities necessary for active civic participation.
- b. Children respond to diversity with respect.
- c. Children become aware of fairness.
- d. Children become socially responsible and show respect for the environment.

Outcome 3: Children have a strong sense of well-being

During early childhood, the foundations for social, emotional and spiritual wellbeing are laid. Wellbeing includes good mental and physical health, feelings of happiness and satisfaction. Relationships that are warm and supportive assist babies to express feelings such as joy, sadness, frustration and fear, and support strong attachments. Children's resilience helps them to regulate and balance their emotions to cope with day-to-day stresses and challenges. The readiness to persevere and 'have a go' when faced with unfamiliar and challenging learning situations provides children with a sense of achievement. It also teaches children to be flexible and adapt to new environments and events. With support and guidance, children can learn to manage disappointments, frustration and loss.

- a. Children become strong in their social, emotional, and spiritual well-being.
- b. Children take increasing responsibility for their own health and physical well-being.

Outcome 4: Children are confident and involved learners

Children learn in the context of their families and community. Throughout the early years, children acquire knowledge and skills that form the foundations of their later achievement. They learn how to learn and they develop dispositions for learning and a sense of agency, where children are

able to make decisions and choices, to influence events and to have an impact on their world. Babies explore the world through touch, sight, sound, taste, smell and movement. Their sensory and physical explorations increase brain development.

When babies and young children are relaxed and involved they express wonder and interest in their environments. When they are encouraged and supported to be curious and enthusiastic participants in learning, they begin to develop positive dispositions for lifelong learning.

Active involvement in learning builds children's understanding of the concepts, creative thinking and inquiry processes necessary for lifelong learning. They can challenge and extend their own thinking and that of others through interactions and negotiations. Children's active involvement changes what they know, can do and value, and transforms their learning.

Long periods of uninterrupted play support children to invent, investigate and discover, using a rich variety of open-ended materials and resources. When provided with many opportunities and a rich supply of natural and manufactured materials and tools, children create, build, sculpt, draw, paint and construct.

Children's increasing understanding of their environment forms the basis for their concept development. As they develop, they generate questions about situations and phenomena, and make predictions.

Children broaden their learning about the world through connecting with people, places, technologies and natural materials. They manipulate objects to investigate, assemble, invent and construct. They explore ideas using imagination, creativity and play, and they use their own and others' feedback to revise and build on an idea.

Children need many opportunities to generate and discuss ideas, make plans, brainstorm solutions to problems, reflect and give reasons for their choices. They investigate what products and systems can do, and how they work. Increasingly, they begin to use information and communication technologies to assist their thinking and to represent what they know and understand.

- Children develop dispositions for learning such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity.
- Children develop range of skills and processes such as problem solving, inquiry, experimentation, hypothesizing, researching and investigating.
- Children transfer and adapt what they have learned from one context to another.
- Children resource their own learning through connecting with people, place, technologies, and natural and processed materials.

Outcome 5: Children are effective Communicators

Children communicate with others from birth. They begin by using gestures, visual and non-verbal cues, sounds, language and assisted communication in forming relationships. Over time, communication becomes more intentional.

Children's well-being, identity and sense of agency are dependent on their communication skills and are strongly linked to their capacity to express their feelings and thoughts, and to be understood. Children respond non-verbally and verbally to what they see, hear, touch, feel and taste. Through relationships with responsive adults, they take turns to explore sound and movement patterns, sing songs and are exposed to chants and rhymes.

Maintenance of their native language is important for children's identity, well-being, communication and learning. Children can successfully learn their native language as a second language through quality exposure to that language, explicit modelling and language teaching and appropriate time to acquire the new language. Children's rich spoken language, as well as their gestures and actions, underpin the development of basic literacy and numeracy concepts.

- Children interact verbally and non-verbally with others for a range of purposes.
- Children engage with a range of texts and get meaning from these texts.
- Children express ideas and make meaning using a range of media.
- Children begin to understand how symbols and pattern systems work.
- Children use information and communication technologies to access information, investigate ideas and represent their thinking.

Supporting Children's Transitions

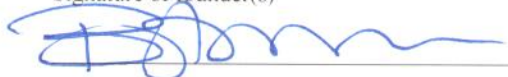
Transitions occur on a daily basis for families with young children. Change is a key feature throughout each of these transition periods. Children need to feel secure, confident and connected to people, places, events, routines and understandings when they move into new environments.

A combination of approaches and processes is required to support effective transition, which is achieved when:

- respectful, trusting and supportive relationships are maintained among all those working with children and their families
 - information about the children is well understood, shared and valued
 - children have the opportunity to have their say about what is important to them
 - processes are adapted in response to the local communities
 - children and families who require additional support are identified early, and support is planned and delivered through a collaborative approach.
- Children learn everywhere, all the time. It is now well recognized internationally that when children experience learning opportunities that are responsive to their strengths, interests, cultures and abilities, and build on their previous experiences, their learning and development is enhanced.

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: 01-04-2016

DR. BERDINA TSOSIE
[PRINT NAME]

Berdina Tsosie, Ed.D.
PO Box 94
Rock Point, AZ. 86545

Dr. Eugene Schmidt, Superintendent
Farmington Municipal Schools
2001 North Dustin Ave.
Farmington, NM. 87401

Dr. Schmidt:

My name is Dr. Berdina Tsosie. With my colleagues, we are applying for a Charter School in Farmington, NM. The school will be a Pre-Kindergarten through 2nd grade Exploratory School serving Native American students within the Farmington area. We are planning to call our school Diné Learning Academy.

“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.” Per this requirement, I am notifying you of our intent to apply for a Charter School. I also have a copy of our Intent to apply for a Charter School application attached. This is also part of the requirement under the application process.

If you have any questions or need further clarification on this matter, please do not hesitate to contact me at the address above or call me at 928.349.0271, or email me at berdina_tsosie@yahoo.com. I am hoping that this letter emailed to you will be justification enough to show that we did notify you because I have made 3 attempts to call your office and your receptionist on how to make this notification.

Respectfully,



Dr. Berdina Tsosie, POC



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PUBLIC EDUCATION DEPARTMENT
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OPTION FOR PARENTS
CHARTER SCHOOLS DIVISION

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The NOI must be submitted by 5:00 PM Mountain Time on January 12, 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

- Grade levels to be offered and enrollment projections

Grade Levels to be Offered	Projected Total Enrollment

- Primary Point of Contact

Name					
Mailing Address					
City		State		Zip	
Phone					
Email					

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

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

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)

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.

- 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.
- 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.

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).

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.).

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.

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: _____

[PRINT NAME]

LAW OFFICES OF
MASON & ISAACSON, P. A.
104 EAST AZTEC AVENUE
POST OFFICE BOX 1772
GALLUP, NEW MEXICO 87305-1772

JAMES J. MASON
THOMAS LYNN ISAACSON
MICHAEL A. VENEGAS
PATRICK T. MASON
JOSHUA M. MONTAGNINI

TELEPHONE
(505) 722-4483
FAX
(505) 722-2629

January 11, 2016
VIA ELECTRONIC MAIL

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

RE: 2016 Notice of Intent to Submit Charter Application for Hozho Academy

Dear Public Education Commission,

Our firm represents the applicant team for Hozho Academy ("the Academy"). Please find attached the 2016 Notice of Intent to Submit Charter Application the Academy.

Let me know if you have any questions or require any additional materials.

Sincerely,
Mason & Isaacson, P.A.

By 

Patrick T. Mason

CC: Frank Chiapetti, Superintendent, Gallup-McKinley County Schools,
fchiapet@gmcs.k12.nm.us, P.O. Box 1318, Gallup, NM 87305. *Via* Hand Delivery and
Electronic Mail.

Received: 

Date: 01-11-16



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

OPTION FOR PARENTS
CHARTER SCHOOLS DIVISION

2016 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 12, 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

Hozho Academy

- Grade levels to be offered and enrollment projections

Grade Levels to be Offered	Projected Total Enrollment
K-5	120

- Primary Point of Contact

Name	Rachel 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
Rachel Mason	Executive Director	M.S. in Elem. Ed. (May 2016); extensive ed. exp. with target pop.
Patrick Mason	President	J.D.; Lawyer; board member/director of multiple non-profits
Michael Byrne	VP	Political Consultant, executive director and non-profit experience
Arita Yazzie	Cultural Advisor	Navajo Nation DOJ Lawyer, involvement in Navajo schools
Alison O'brien	CRT Advisor	M.S. in Education, Teacher, Taught in Zuni Pueblo

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

Classical Liberal Arts; Culturally Responsive - Curriculum will feature a broad-based classical liberal arts education grounded in culturally responsive practices that take into account the needs and backgrounds of the primarily Native American target population.

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 classical liberal arts education and the development of the whole person. We are committed to a rigorous educational program that will prepare students to learn, to lead, and to serve; and a classical environment that will inspire students to recognize the true, the good, and the beautiful in themselves and the world.

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.

The student population is approximately 82% Native American, 12% Hispanic, 5% Caucasian, and 1% Asian. A large majority, 88%, qualify for free and reduced lunch. 29% of the population is ELL, with many students coming from families speaking a combination of English and Navajo. Academic performance is low, with less than 25% of Gallup-McKinley County 4th graders performing at or above grade level reading and math (according to 2013-2014 NMSBA performance data). Many schools with the targeted demographic have NMSBA passage rates of less than 10%.

- 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).

The educational data as reported by Gallup-McKinley County Schools speaks to the great need facing our student population. See attached. The academic shortcomings and the need for better academic options have also been addressed in a recent study commissioned by the Greater Gallup Economic Development Corporation. See excerpt attached. Local leaders at all levels (city, state and county) and many community groups (including the Gallup-McKinley County Chamber of Commerce), have expressed strong support of Hozho Academy and its efforts to improve the overall educational environment in the area.

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 will provide students with a broad based classical liberal arts curriculum with an intensive literacy element. The school calendar and school day will be responsive to cultural needs in the area as well as the realities of working parents with an extended school day aligned to normal working hours. Students will participate in homework study halls, a customized literacy program, or extra-curricular activities during the extended school day. The school will also feature cross-grade collaboration and school wide projects to build 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.

As illustrated above, the schools in the targeted area are ineffectual in providing for the educational needs of the student population.

The Academy will adopt a classical liberal arts curriculum using existing resources that have been proven effective in raising the academic achievement of under-served and impoverished student populations. See *Core Knowledge Curriculum and School Performance: A National Study* (Wedman and Waigandt, 2004); *It Takes More than a Major: Employer Priorities for College Learning and Student Success* (Association of American Colleges and Universities and Hart Research Associates, 2013).

This method has been successfully adopted by schools in New Mexico and other states. See e.g. Estancia Valley Classical Academy; Hobbs Municipal School District.

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)



Rachel E. Mason; Patrick T. Mason

[PRINT NAME]

Date: 01/11/2016



**GALLUP-MCKINLEY
COUNTY SCHOOLS**
Gallup, New Mexico
Consolidated 1859

BOARD OF EDUCATION

Mr. Joe Meniri.....President
Mrs. Mavis V. Price.....Vice President
Mr. Titus J. Nez.....Secretary
Dr. Bruce Tempest.....Member
Mr. Kevin Mitchell.....Member

REGULAR SCHOOL BOARD MEETINGS ARE
HELD ON THE 1st & 3rd MONDAYS OF THE
MONTH AT 6:00 P.M., or unless otherwise not-
ed.

FRANK CHIAPETTI
Superintendent

ASSOCIATE SUPERINTENDENTS

MS. PAULETTA WHITE
Student/Support Services

MR. MIKE HYATT
Business/Personnel Services

Gallup-McKinley County Schools

PO Box 1318
640 Boardman
Gallup, New Mexico 87305

Phone: 505-721-1000
Fax: 505-721-1199

website: www.gmcs.k12.nm.us

2014-2015

DISTRICT FACTS



SCHOOLS

Elementary.....19
Middle.....7
High.....9

COMMUNITIES SERVED

CHURCHROCK CROWNPOINT
GALLUP GAMERCO
NAVAJO PUEBLO PINTADO
RAMAH THOREAU
TOHATCHI TWIN LAKES
VANDERWAGON YAH-TA-HEY

SCHOOL DISTRICT SIZE... OVER 5000
SQUARE MILES

Note: Some figures based on previous school year data

BUSSING INFORMATION

BUS TRANSPORTATION

Number of Buses.....105
Longest Route (One Way).....118 miles
Miles Driven Daily.....12,073
Total Miles.....2,173,140
Number of Pupils Transported.....7,935
Total Transportation Cost.....\$5,168,917
Activity Trips.....2,445

PERSONNEL

(Excludes Federally Funded Positions)

INSTRUCTIONAL STAFF

Preschool Teachers.....22
Kindergarten Teachers.....46
Grade 1—Adult Teachers.....638
Special Education Teachers.....93
Parent Educators.....7
Librarians.....14
Library Assistants.....24
Teacher Assistants.....98

**ADMINISTRATORS/SUPPORT
STAFF**

Assistant Superintendents.....2
Shepherds.....2
Principals & Assistant Principals.....44
Directors.....17
Specialists/Coordinators.....47
School Counselors.....47
School Nurses.....6
Health Assistants.....33
Special Education Support.....83
School Liaison.....22
Clerical and Technical Support.....116
Cooks and Student Nutrition.....105
Custodian.....128
Maintenance/Warehouse.....38
Bus Drivers.....82
TOTAL.....1,714

BUDGET

**OPERATIONAL BUDGET
INFORMATION**

(Total Operational Dollars)
14-15.....\$92,833,747
13-14.....\$90,447,440

PAYROLL

	Salaries	Benefits	% of Budget
14-15	\$56,034,430	\$20,869,398	82.84%
13-14	\$54,015,786	\$20,069,324	81.91%

TEACHER SALARY

Tier I Licensure.....\$32,000
Tier II Licensure.....\$40,000
Tier III Licensure.....\$50,000

Growing Students to be Productive Citizens in a Multicultural Society



ENROLLMENT

Elementary (Grade PreK-5): 5,680
 Secondary (Grade 6-Adult): 6,558
 Total Enrollment (as of 9/18): 12,238

ETHNICITY

Native American.....10,020 (81.88%)
 Hispanic.....1,420 (11.60%)
 Caucasian.....624 (5.10%)
 Asian.....117 (96%)
 Other.....9 (.08%)

Free & Reduced (10,791).....88%
 ELL (3,549).....29%

PUPIL-TEACHER RATIO

2013-2014.....1:14.4

DROP OUT TREND

2012-2013.....7.4%

VOCATIONAL EDUCATION

Exploratory Programs.....7
 Skill Building Programs.....16

GRADUATION RATE

2013-2014.....71.3%

MINIMUM GRADUATION REQUIREMENTS

The minimum graduation requirements for Gallup-McKinley Country Schools Class of 2015:

English.....4 credits
 Mathematics.....4 credits
 Science.....3 credits
 Social Science.....3.5 credits
 Physical Education.....1 credits
 Career Cluster.....1 credit
 Electives.....7.5 credits
 Total.....24 credits

One of the above units must be honors, Advanced Placement, dual credit, or distance learning.

To graduate, a student must meet the cut score for high school graduation assessment.

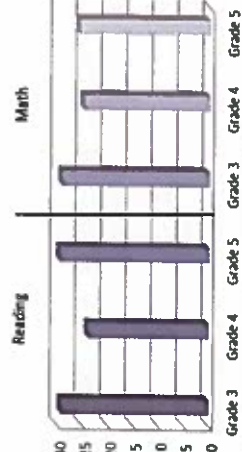
MISSION

GMCS will...

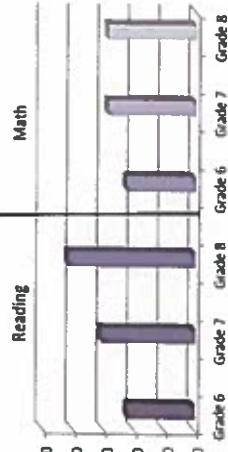
- empower students through partnerships with parents, schools, and communities
- develop students who are self-directed life long learners
- promote the essential skills and positive character traits
- provide a safe and healthy environment

STUDENT ASSESSMENT

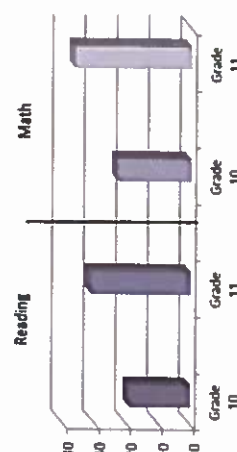
2013-2014 NMSBA Grades 3, 4, 5
at or above grade level



2013-2014 NMSBA Grades 6, 7, 8
at or above grade level



2013-2014 NMSBA Grades 10, 11
at or above grade level

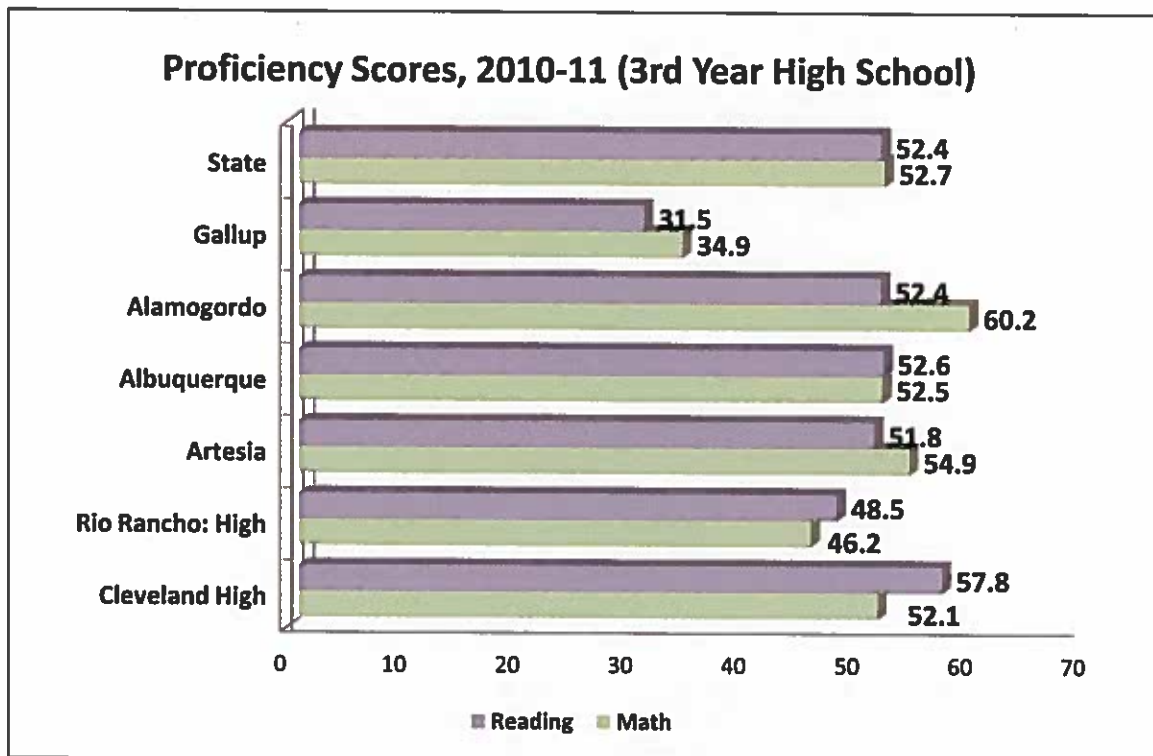


Elementary Schools	Reading					Math				
	3rd	4th	5th	3rd	4th	5th	3rd	4th	5th	3rd
Red Rock	67.9	52.5	62.9	71.4	61.7	55.6				
Jefferson	56.4	30.2	53.7	48.7	29.5	36.6				
Onate	42.0	27.3	29.5	44.4	21.8	25.0				
Indian Hills	41.0	20.4	42.0	25.6	25.9	30.0				
Roosevelt	41.0	39.0	29.0	30.8	36.6	16.7				
Tohatchi	32.3	34.5	30.0	29.0	17.2	30.0				
Twin Lakes	30.0	15.6	25.0	20.0	40.6	15.6				
Lincoln	28.6	31.0	51.6	26.2	26.8	56.3				
Thoreau	26.7	25.0	34.1	31.1	28.8	26.8				
Stagecoach	25.0	19.1	16.4	25.0	10.6	10.9				
Rocky View	24.6	34.9	16.3	23.0	25.6	9.3				
Chee Dodge	23.1	10.3	14.8	18.5	10.3	9.3				
Washington	21.2	37.8	32.4	9.1	29.7	20.6				
Ramah	19.4	20.0	32.3	11.1	8.0	38.7				
Turpin	18.0	22.4	12.3	16.0	34.7	24.6				
Church Rock	15.7	5.8	16.3	39.2	17.3	16.3				
Crownpoint	15.6	8.0	10.8	13.3	6.0	13.2				
David Steet	9.7	7.9	24.4	29.0	10.5	12.2				
Navajo	8.3	5.4	29.0	22.9	10.8	29.0				

Middle Schools	Reading					Math				
	6th	7th	8th	6th	7th	8th	6th	7th	8th	6th
Thoreau	42.4	28.9	65.2	13.5	30.9	35.9				
Gallup	26.8	54.9	41.1	28.7	44.4	29.5				
Kennedy	26.3	23.9	42.2	27.2	36.0	36.2				
Navajo	16.1	21.1	44.4	16.1	13.2	28.9				
Grief Memorial	15.8	22.5	40.1	19.1	20.8	31.3				
Tohatchi	14.0	13.5	35.8	11.6	19.2	13.4				
Crownpoint	13.5	16.7	20.0	0.0	16.7	11.1				
Ramah	13.0	31.4	41.4	13.0	14.3	13.8				

High Schools	Reading					Math				
	10th	11th	10th	11th	11th	10th	11th	10th	11th	11th
Middle Coil	68.8	50.0	62.5	22.2						
Miyamura	26.1	42.2	26.4	35.9						
Thoreau	20.3	23.5	20.3	30.6						
Gallup	15.7	37.3	25.1	52.8						
Ramah	13.3	35.0	33.3	20.0						
Crownpoint	9.9	23.5	17.1	66.2						
Navajo Pine	7.4	17.1	18.5							
Tse' Yr Gal	7.4	20.0	14.8	20.0						
Tohatchi	12.5	15.6	11.3	9.1						
Central	0.0	8.3	9.5	8.3						

- **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 (see graph below).



- **Graduation rates are close to the state average but less than the major cities in the state.** Therefore, more than 30% of 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.

1. General Information

- Name of Proposed School

Melero Charter School

- Grade levels to be offered and enrollment projections

Grade Levels to be Offered	Projected Total Enrollment
9-12	150

- Primary Point of Contact

Name	Anastacio Melero				
Mailing Address	5417 Tioga RD NW				
City	Albuquerque	State	NM		87120
Phone	5055539064				
Email	anastaciomelero@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
Anastacio Melero	President	DBA/APS Substitute Teacher
Ken Carter	Vice President	Masters Degree in Education, APS.
Marilyn Melero	VP of Special Ed	APS, Business Major

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

College Prep

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.

Revised 11/13/2015

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

No

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

A college prep school that focuses on academics and parent involvement. Having support from teachers, mentors, and parents can help students not only with their academics today but in the future. Provide a school with huge amounts of resources from books and technology.

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.

We will target the Albuquerque secondary learners where students are having difficulties going from secondary education to post-secondary education. We will be able to help them not only graduate from high school but guide them into college. This charter school will be able to provide students the opportunity to get a post-secondary education from the help of mentors, parents, and universities. Students will also be able to attend a university for classes that can be considered dual enrollment. We will require students to take dual enrollment classes and students will want to join our school because we will provide a way of being able to attend a post-secondary school while attending our school.

- 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.

The State of NM provides a public grading system on all schools. This information includes areas such as academic performance where we found many Albuquerque Public Schools lacking college preparedness.

- 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.

All students we are targeting are being educated within the Albuquerque area. We can provide students with the opportunity to be prepared for college by recruiting the highest quality of staff, providing more technology than what would be expected, and make certain every student will graduate.

Revised 11/13/2015

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).

Everyone on this team work directly with parents and students. We have concluded that many students and parents want a school that would help these students graduate and be ready for college.

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.).

We plan to partner with as many colleges and universities to help transition every student from secondary-education to post-secondary education. We also plan to partner with many businesses in the community to help educate and find work opportunities for our students. All of this can help students in their learning and it will have them spend most of their education time where they want to be, instead of always in the classroom.

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.

We have already taken the data that was provided by the state on the Albuquerque Public Schools and understand the criteria that is needed to be met by the state in order to be a successful charter school. We will find the academic resources that we need to educate our students and exceed the academic performance of other schools.

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: 1/11/2016_____

[PRINT NAME]

2016 Notice of Intent Submit Charter Application for Melero Charter School

Anastacio Melero [anastaciomelero@gmail.com]

Sent: Monday, January 11, 2016 1:07 PM

To: Schools, Charter, PED

Attachments: Page 1 001.jpg (819 KB) ; Page 2 001.jpg (864 KB) ; Page 3 001.jpg (845 KB)

Hi I have attached our Notice of Intent for Melero Charter School

Anastacio Melero



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

OPTION FOR PARENTS
CHARTER SCHOOLS DIVISION

2016 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 12, 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

The Albert Einstein Academy

- Grade levels to be offered and enrollment projections

Grade Levels to be Offered	Projected Total Enrollment
7-10	120

- Primary Point of Contact

Name	LeAnne Salazar				
Mailing Address	PO BOX 977				
City	Espanola	State	NM	Zip	87544
Phone	505-927-4347				
Email	eeanntoya@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
LeAnne Salazar	Headmaster/Founder	BA/MS in Education: K-12 Certified in Teaching/Administration
Ambros Baros	Board Member/Commu	Licensed Independent Social Worker: Exec Director of Hoy/Works w
Leann Archuleta	Board Member/Mental	Licensed Independent Social Worker: Director at Hoy/Parent and Fo
Kelly Armstrong	Board Member/Commu	Business Owner, Entrepreneur

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

The school will serve as an early intervention academy with a focus of serving underserved populations and students who are at risk. The Academy will utilize research based strategies to instruct and guide the curriculum

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)

Our vision is to create one of the state's most effective schools helping students who have not succeeded in traditional schools, prepare for, and be accepted into, post-secondary education, whereby our school is highly regarded for its academic excellence, and for its contribution in actively serving and improving the community in

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 Albert Einstein Academy will have a target population of students from surrounding areas that feel the public school setting no longer engages their creativity and unique learning styles. Rio Arriba County is the school's targeted geographical area; however, since some of this district also serves a portion of Santa Fe County this too

- 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.

Students would ideally represent all socio economic statuses; however, they may be identified as high risk for drop out. We would ideally prepare to serve students who are bilingual, ELL and/or who have special needs, meeting the needs of diverse learners would be ideal. Students would be provided an educational setting that would support their individual needs. Each student would have a staff mentor and an individual learning plan.

- 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.

Many of the targeted students are likely either early drop outs and/or enrolled in the public school and struggling academically and/or emotionally. These students likely are having disciplinary issues and receiving counseling or services in and outside of the school setting.

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).

Qualitative surveys conducted with local educators and community leaders indicate there is growing demand for early intervention of our youth. This early intervention must be in a smaller setting than what is currently offered. Coupling this type of school setting with counseling is critical and very much needed to curb the dropout rate and increasingly high number of teens suffering from drug and alcohol abuse either personally or within their homes.

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 will operate with a systematic focus of mastery of content and personalized care and support for each student that will address their academic, social and emotional challenges. . Additionally, we will set ourselves apart from the traditional school setting by offering:

- Extended school day and school year options to maximize student learning;
- The implementation of an alternative school calendar;

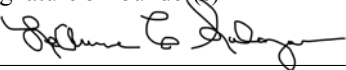
10. Describe how the school will be more effective than the schools currently serving the targeted student population, and/or plans to improve student achievement and exceed the academic performance of existing public schools in the targeted service area and any data you have to support this assumption.

We aim to use five strategies (or tenets) at the foundation of our work, which together constitutes a "blueprint" of school reform. This blueprint has been developed from research conducted by Dr. Roland G. Fryer Jr. and the Education Innovation Laboratory at Harvard University (EdLabs), which takes a model proven to produce top performing schools and infuse them in turnaround settings. Currently the blueprint consists of five tenets or specific focus areas, each associated with increased student achievement. The tenets include:

1. Focus on Human Capital: Successful schools recruit top leadership talent, reward teachers for performance, and hold teachers individually accountable for increasing student achievement.

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)



LeAnne C. Salazar

[PRINT NAME]

Date: January 5, 2015



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OPTION FOR PARENTS
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2016 NOTICE OF INTENT TO SUBMIT CHARTER APPLICATION

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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

1. General Information

- Name of Proposed School

Willow Springs Academy

- Grade levels to be offered and enrollment projections

Grade Levels to be Offered	Projected Total Enrollment
K-12	200

- Primary Point of Contact

Name	Amanda Armacost				
Mailing Address	1200 Park Hill Street				
City	Raton	State	NM	Zip	87740
Phone	443-465-9689				
Email	mrsarmacost@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
Amanda Armacost	Founder	3 Degree AG Business, Teaching Certificate Secondary AG (3 Years)
Karyn Hall	Founder	Master's Degree CI/ Technology, Level III (15 years teaching)
Marcia Rubio	Founder	Master's Degree CI/ Technology, Level III (8 years teaching)
Dr. Martha M. Urioste	Consultant/Advisor	Administrator Dennison Magnet (Denver Public Schools) 45 years Admin

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

College Preparatory

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 mission of Willow Springs Academy is to promote learning anytime, anywhere, for every student. We are devoted to encourage natural curiosity and initiative by providing competency-based, integrated and individualized instruction. OUR students will acquire the self-awareness necessary to become productive, successful and motivated life-long learners.

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.

Northeastern New Mexico and surrounding areas.

- 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.

36.5% of our targeted student population is proficient in reading. 84.5% of our targeted student population is proficient in mathematics. 8.7% of our targeted student population are English Language Learners (ELL), which are predominantly Spanish speakers, and 15.3% of students are in the Special Education population.

- 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 majority of students are currently being educated within the Raton Public School District, with approximately 40 students within the district being homeschooled. In addition, there are 50+ students who travel out of the district to attend school due to dissatisfaction with current administration, policies, procedures, and administration lack of respect and regard for community input. Many families have decided against the Raton School District and need another option. By partnering with community and organizations Willow Springs Academy has the

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 community was polled in three different platforms: one at a local craft fair, one via social media and the final at a local retail store. The surveys were managed by an independent party. The results are as follows:

Online Survey: 87% positive

Paper Surveys (both locations): 89% positive

All paper and online survey results, with comments, are in hard copy form and will be provided upon request.

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.).

Implementation of the Blended Learning Model, which provides classroom instruction, online individualized learning, and one on one support. This model will include utilizing personalized curriculum for continued learning.

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.

Our school will provide:

Relevant and engaging content

Flexible yet structured class time

Adaptability to students' learning needs

Multiple sources of lessons and assessments

Diagnostic tools to structure learning

Personalized instruction to obtain progress and mastery

Access to technological resources to enhance learning

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)

Maryn B. Hall

Maryn B. Hall

[PRINT NAME]

Marcia L. Rubio 1/5/16
Marcia L. Rubio

Revised 11/13/2015

Date: 1-5-16

Amara Armadost 1/5/16
Amara Armadost



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- 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

Not named yet

- Grade levels to be offered and enrollment projections

Grade Levels to be Offered	Projected Total Enrollment
K-8	200-300 Students

- Primary Point of Contact

Name	Shelly Cherrin				
Mailing Address	7401 Boxwood Ave. NE				
City	Albuquerque	State	NM	Zip	87113
Phone	(505)269-2837				
Email	shellyuherrin@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
Team in the process of being developed		
Shelly Cherrin	Founder	Holds licenses in Administration, Special Education, Educational D

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

Multi-age, project-based

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)

In process of being developed

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.

Considering Española and/or Deming

- 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.

In process of gathering that information

- 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.

Same as above

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).

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.).

Multi age and project based based upon the Multiple Intelligences. Longer school year - possibly a 4 day week 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.

This model has been successfully implemented and addresses all student needs.

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: 1/8/15

Shelly Cherrin

[PRINT NAME]



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1. General Information

- Name of Proposed School

First Nations Preparatory

- Grade levels to be offered and enrollment projections

Grade Levels to be Offered	Projected Total Enrollment
6-12	320

- Primary Point of Contact

Name	Ray Begaye				
Mailing Address	6639 Mountain Hawk Loop NE				
City	Rio Rancho	State	NM	Zip	87144
Phone	(505) 215-3197 or 860-2164				
Email	eaglefeatherdine@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 Ogas	Founder and Advisor	Founder of School of Dreams Academy Charter School
Yvonne Shay	Curriculum Expert	Madeline Hunter Trainer and former Asst. Superintendent
Tom Wilkins	HR/Leadership Training	Falmouth Institute and American Indian Report
Ray Begay	Founder/NA Advisor	14 yrs. Former NM State Representative

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

Our model will focus on leadership, language, culture, and the arts.
--

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 mission of the First Nation's Preparatory is to graduate students of Sandoval County to be prepared for post-secondary success and who are willing to embrace an education that emphasizes values, language, culture, and the arts.

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.

Sandoval County is a diverse community. According to the U.S. Census Bureau, the county has a total are of 3,716 square miles. The school will reside in Rio Rancho.
--

- 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.

The population we wish to primarily serve will be from surrounding communities, from middle school and high school age. There are 8,000 middle and high school students enrolled in Rio Rancho Public Schools, and this is a conservative number, as Rio Rancho is growing at a fast pace. In 2015 there were 756 Native American students enrolled, out of 17,215. Navajo is the largest tribal affiliation represented in Rio Rancho Public Schools. Projections for our Native American students will continue to grow each year. Our Native American children represent 5% of the Rio Rancho Public School system alone, as of the 80 day 2015 STARS Report.

- 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.

Our students will primarily come from the Rio Rancho and Bernalillo School Districts. Our Native American population has grown significantly, and specifically in Rio Rancho, partly due to the Gold Mine Spill that affected 67% of our Navajo Constituents.

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).

U.S. Senators Tom Udall, Martin Heinrich, U.S. Representatives Ben Ray Lujan, and Steve Pearce have introduced the Esther Martinez Native American Languages Preservation Act, a bill to provide grants to Native American language educational organizations to preserve disappearing Native languages in Indian Country. Our school can be considered a Native language survival school, and Native American language restoration programs, under the Esther Martinez Native American Languages Preservation Act. The bill was based on several studies.

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 students' focus will be based on language, culture, leadership, and the arts. Cultural relevance will be an important teaching strategy. Our students will have a stretch calendar that will respect the Traditional holidays our students represent. Our school will have a later start and end time that is different from typical schools, to accommodate travel. We will also have an after school program until 6:00 pm with access to community, technology, and educational support. We will be partners with the Falmouth Institute in providing leadership training. The Falmouth Institute is a nationwide premier training institute and publishes the American Indian Report. The Madeline Hunter Model will also be utilized and it has been further adapted to address the needs of minority students. Mike Ogas was appointed by Dr. Garcia, former NM Secretary of Education as the leader of the State Task Force for Bilingual Education. He is a charter school founder and participates in evaluating charter school applications for the Public Education Department and will be advising the charter school process.

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.

Our Native Americans across the board have test scores that average 50% less than their Caucasian American peers across the country and this is mirrored in the Rio Rancho Public School system. Students of all backgrounds are welcome at our school. Our school will incorporate wellness and healthy life practices, a sense of community and an appreciation of languages and cultural diversity into our students' lives. A strong sense of self, specific learning techniques and a more accommodating school day will increase attendance and commitment to learning from our students.

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)



Ray Begaye

[PRINT NAME]

Date: 1/11/16



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1. General Information

- Name of Proposed School

Desert Willow School

- Grade levels to be offered and enrollment projections

Grade Levels to be Offered	Projected Total Enrollment
K-5	120

- Primary Point of Contact

Name	Emily Aversa				
Mailing Address	2216 N. Cactus Street				
City	Silver City	State	NM	Zip	88061
Phone	575-534-4735				
Email	emilyaversa@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
Emily Aversa	founder, academics	EDUCATION: MA in Special Education, BA in English EMPLOYMENT: Post-graduate st
Fiona Bailey	founder, academics	EDUCATION: MA in Outdoor/Experiential Education, BS in Element
Alicia Edwards	organizational planning	EMPLOYMENT: Executive director of The Volunteer Center of Grant
Vicky Smith	school budget	EDUCATION: degrees in Elementary Education and Educational Lea

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

The Desert Willow School model joins two components to provide a fulfilling and rigorous education: these are Enki Education and a focus on literacy development for all students. Enki Education is an innovative holistic curriculum, similar to Waldorf Education, that encourages student exploration and construction of understanding, deep comprehension of subject matter, arts-integration, moving to learn, creative

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)

Desert Willow School values children's unique learning styles and needs, inspires learning through a rigorous arts and movement integrated curriculum and cultivates belonging in community. Our vision is to lay a strong foundation for every student to become an educated, compassionate, flexible thinker prepared to be a contributing citizen of his or her community.

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.

Desert Willow School will be located in Silver City, NM. The targeted geographical area is Silver City and its outlying villages in Grant County. Although we expect to draw most of our students from Silver City, we anticipate that families from the surrounding communities of Gila, Cliff, Bayard, Santa Clara, Hurley, and the Mimbres Valley will be interested in sending their children as well. As a charter school, per state law, enrollment will be open to any student in elementary school residing in the state of New Mexico.

- 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 Silver City Consolidated administration office, 1,428 children attend the district's 5 elementary schools, 14% of whom receive special education services. There are 47 elementary students recognized as being English Language Learners, 44 of whom come from primarily Spanish-speaking homes and 3 of whom primarily speak a language other than English or Spanish at home.

School grades given by the state as reported in December 2015 are as follows. (The first four schools are in Silver City and the fifth is in an outlying community.) Our largest elementary school, serving 502 students, received a D; our second largest school with 399 students, received an F; our middle-sized school with 250 children received a B; our second smallest school with 139 students received an F and our

- 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.

Desert Willow School will primarily draw students from the four public elementary schools in Silver City with additional students possibly coming from another four public elementary schools and two private schools in greater Grant County. According to the surveys we conducted, which are described below, another segment of students is likely to come from families who are currently homeschooling. Parents of elementary students seeking an alternative are expected to choose Desert Willow for several reasons. First, our communities have no

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 the fall of 2014, in preparation for the charter application we submitted last year, Desert Willow School organizers surveyed a random sampling of 43 parents of elementary school children in public parks and at local children's events. Although this was a small sample, we believe that it is family representative of the greater population of parents with elementary age children because of the random nature of the sampling at public rather than private venues. Of the survey takers, 84% have children enrolled in local public elementary schools and 16% are being educated privately. Fifty-five percent of parents stated that their child would benefit from more individual and small group reading instruction. Twenty percent of parents realize their child is struggling to learn to read, which is consistent with the 1 in 5 students who will need the type of reading instruction that Desert Willow can provide. Twenty-nine percent of parents state their child's current school does not

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.).

Desert Willow School proposes to employ several innovations that will make significant positive differences in the educational outcomes and lives of its students.

1. A holistic curriculum geared toward subject mastery and student wellbeing. Many non-traditional learners, including children with dyslexia, are right-brain dominant. They excel at connecting ideas, thinking "out of the box" and seeing the big picture. Therefore, our students will be instructed using thematically and multi-modality integrated units that harness their natural abilities and appeal

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. We believe we can substantially improve the academic achievement and wellbeing of Desert Willow School's targeted student population, which is comprised of children who need or desire alternative methodologies and academic structure in order to thrive, as well as any student who wishes to attend. As measured by PARCC, which has significantly raised the achievement bar, 416 out of 537 tested third through fifth graders are less than proficient in English Language Arts, and 419 out of 550 tested third through fifth graders are less than proficient in Math. There is significant room for improvement. One segment of this population consists of children whose current experience with traditional education has left them unmotivated and uninspired, perhaps with a tendency toward viewing themselves as unable to succeed in school. DWS will ignite their natural passion for learning and they will thrive with the holistic educational model we are proposing. Students find holistic curriculums engaging because they are designed with children's developmental interests in mind. They use the arts (visual, musical, dramatic) and movement (fine motor and gross motor

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)

Emily Aversa

[PRINT NAME]

Date: 1-12-16

Revised 11/13/2015