**neweagle**

**New Mexico Public Education Commission**

**Charter Schools Division**

**2016 New Charter School Application Kit**

**Part B. Executive Summary**

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**Part B: Executive Summary**

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

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

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

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| New Charter Application Executive Summary |
| Executive Summary  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. AEA will utilize research based strategies to instruct and guide the curriculum used. The Academy will utilize small, personalized learning environments and frequent opportunities for hands on activities for experiential learning. AEA will operate with expectations for respect and responsibility at all levels, inclusive between students and faculty and vice a versa. There will be time for staff collaboration and for including parents and the community in an education partnership. Technology will be used as a tool for designing and delivering engaging, imaginative curricula and rigorous academic standards will be set for our students.  In order to accomplish these goals as a highly innovative and successful school, the principal, faculty and staff at AEA believe that a quality education depends primarily on the day to day efforts and expertise of the people who work in the school--from the support staff, who ensure the school is inviting and a secure place to learn, to the teachers and staff who work directly to ensure that students learn, to the principal and assistant principal who provide the leadership, resources and support that the staff and student's to be successful. This will include the support and resources from our community members and leaders. We anticipate community support and resources to make this charter school a success from our mental health providers to our local government and community agencies such as YMCA and Northern New Mexico College.    The Albert Einstein Academy Charter School (AEA) is projected to serve grades 7-12. The school will be located in Espanola and will likely draw students from the Espanola Valley school district and surrounding areas. Students will ideally represent all socio economic statuses; however, many students are to be identified as high risk for drop out and need social-emotional support in conjunction with a strong educational foundation. We will prepare to serve students who are bilingual, ELL and/or students with special needs. One of our primary goals is to serve students whom represent the diversity of our community. The AEA Charter School will prepare to serve a diverse group of students whom will benefit from smaller class sizes, support of their individual learning needs, and on-demand counseling for both academic and mental health needs. The AEA founders have evaluated our community needs through personal interest inventories, surveys, and community meetings and gathered a list of the community needs. We decided to develop a school model that will address these needs and focus on the students that need the most socio-emotional support and additional academic instruction targeted primarily at students whom are most at risk.  **Projected Students**  The Albert Einstein Academy will have a target population of students from surrounding areas who feel the public school setting no longer engages their creativity and unique learning styles. AEA will utilize research-based strategies to instruct and guide the curriculum selection. The Academy will utilize small, personalized learning environments and frequent opportunities for the hands-on activities of experiential learning. AEA will operate with expectations for respect and responsibility at all levels, inclusive between students and faculty and *vice a versa*. There will be time for staff collaboration and for including parents and the community in an education partnership. Technology will be used as a tool for designing and delivering engaging, imaginative curricula and rigorous academic standards will be set for our students.  **Community Need**  Community need was evaluated from previous community needs assessments: (<http://www.youthrisk.org/pdf/YRRS-2013-HS-countyreport-rioarriba.pdf>) (<http://www.youthrisk.org/pdf/YRRS-2013-MS-countyreport-rioarriba.pdf>)  And a current needs assessment by AEA outlined below.  In order to accomplish these goals, as a highly innovative and successful school, the principal, faculty, and staff at AEA believe that a quality education depends primarily on the day to day efforts and expertise of the people who work in the school--from the support staff, who ensure the school is inviting and a secure place to learn, to the teachers and staff who work directly to ensure that students learn, to the principal and assistant principal who provide the leadership, resources and support that the staff and student's to be successful. This will include the support and resources from our community members and leaders. We anticipate community support and resources to make this charter school a success from our mental health providers to our local government and community agencies such as YMCA and Northern New Mexico College.  An Analysis of Variance (ANOVA) [Appendix E] was completed looking at interest in a charter school to assess significance in the factors of Needs, Academic Progress, Tech, Help, Extra Help, Safe, Likes, Challenge, Learning Style, Respect, Care Support, Environment, Trust Adult, and Conflict (Appendix E).  Needs reached significance at *p*= .05. The derived *F* = 4.908 with *df*1 = 4 and *df*2 = 17. Therefore, Ho is rejected, and it is concluded that at least one mean is significantly different from the other mean, *F* (4, 17) = 4.908, *p*= .008. To determine the pattern of mean differences, a multiple comparison test is needed. In terms of the research question, it does appear that Needs (Child’s Needs Are Met at School) does affect parent’s decision to consider a charter school.  Conflict reached significance using *p*= .05. The derived *F* = 3.655 with *df*1 = 3 and *df*2 = 13. Therefore, Ho is rejected, and it is concluded that at least one mean is significantly different from the other mean, *F* (3, 13) = 3.9655, *p*= .041. To determine the pattern of mean differences, a multiple comparison test is needed. In terms of the research question, it does appear that Conflict (Child Is Supported in Conflict Resolution Issues) does affect parent’s decision to consider a charter school.  Two other factors showed a trend toward significance. Adequate Technology - Tech approached significance at *p*= .05. The derived *F* = 2.640 with *df*1 = 4 and *df*2 = 17. Therefore, Ho is retained, and it is concluded that at least one mean approached significance in differing from the other means, *F* (4, 17) = 2.640, *p*= .070. The factor related to whether the parent felt that their current school had sufficient technology may have an impact on a decision to enroll their child in a charter school. Challenge (Child is challenged with homework and classwork) approached significance at *p*= .05. The derived *F* = 2.318 with *df*1 = 4 and *df*2 = 17. Therefore, Ho is retained, and it is concluded that at least one mean approached significance in differing from the other means, *F* (4, 17) = 2.640, *p*= .099. The factor related to whether the parent felt that their child’s current school provided academic challenges may have an impact on a decision to enroll their child in a charter school. A post hoc test was not able to be analyzed due to the small number of respondents.  The open ended question also provides an insight into other factors that may contribute to parent’s interest in enrolling their children in a new local charter school. Such factors might be the cost of uniforms and supplies, decreased transportation, decreased time to transport children, decreased cost for transportation, after school care, and cultural sensitivity were noted. These issues were noted into the open-ended comment at the end of the survey.  **Tentative Results**  Based upon the results, although many of the factors were correlated with one another, two factors were significant in regard to interest in a new charter school and the student’s current enrollment in the school district’s school. Factors of significance were whether the student’s needs are being met in their current school and whether the student is supported at school in conflict resolution. Two other factors that reached significance were that of the need for technology at school and whether the students were challenged academically in their current placement.  **PROJECT EDUCATIONAL COMPONENT**  The AEA will provide a full-time, diploma-granting high school education curriculum through the New Mexico Public Education Department. Following State Education Department mandates, the diploma program enables students to earn and accumulate credits as well as prepare for competency examinations and College Placement Testing.  **Project Treatment Model** AEA will implement evidence-based best practice approaches in treatment, such as, on principles of Dialectical Behavior Therapy (DBT) and the Trans theoretical Model of Stages of Change. The Program will provide multidisciplinary therapeutic services to students whose emotional and/or behavioral difficulties have interfered with their success at school. Our proposed therapeutic model for the AEA aligns closely with the **Comprehensive Adolescent Rehabilitation and Education Service (CARES) at** Child and Family Institute within the Mount Sinai St. Luke's Hospital in New York City, New York. More information can be found at <http://www.wehealny.org/services/slr_cfi/rh_cares.html>.  **Efficacy**  **Founders Backgrounds**  LeAnne Salazar Montoya  LeAnne Salazar Montoya is a veteran teacher and seasoned administrator. Working for the past 16 years as a K-12 schoolteacher and administrator. She is a mother and life-long learner. Her primary interest in supporting a new charter school is related to her love and passion for her community and working with young men and women who face difficulties in their everyday life. She feels that these students deserve equity and access to resources that would otherwise be out of reach for them. She is a graduate of both UNM and NMSU and is currently pursuing her doctoral degree in educational administration from New Mexico State University. She seeks to bridge the gap for students of low socio economic status and those who require additional care and support.  Ambrose Baros  Ambrose Baros is the Chief Executive Officer of the Hoy Recovery Program, Inc., a substance abuse and mental health treatment facility for adults ages 18 and up in Espanola, New Mexico. His 18-year experience includes working with children ages 5-21 years of age in a behavioral health setting. Much of his experience is working with at risk youth in both the schools and in the community. He is a licensed clinical social worker, father and community member. He is interested in bringing new educational options to the community for students in the Espanola Valley.  Leann Martinez  Leann Martinez is a social worker and mother. She has worked in the greater Espanola Valley for a number of years. Each year her concern grows regarding limited for the youth of the Espanola Valley. Leann feels that a new educational option for students will help students focus on academic excellence and succeed. |