Required

Appendix I

Kawaik'a High School of Tradition and Technology

Contact Information:
Dr. Lee Francis IV, Founder
4120 Marble Ave NE
Albuquerque NM 87110
505-948-4517
lee@nacainspiredschoolsnetwork.org

Proposed School Location:
Laguna, New Mexico

CHARTER SCHOOL OVERVIEW

☐ Indicate year of the application
Application to be submitted July 2015; school to open, if approved, September 2016.

☐ Include statement acknowledging review of: Statewide Adequacy Standards NMAC 6.27.30 & Charter-Alternative School Statewide Adequacy Standard Variance
We have received and reviewed the Statewide Adequacy Standards NMAAC 6.27.30 and the Charter-Alternative School Statewide Adequacy Standard Variance.

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ACROYNMS/DEFINITIONS

☐ Abbreviations, acronyms, and uncommon terms identified
KHSTT - Kawaik'a High School of Tradition and Technology
STEM – Science, Technology, Engineering, Mathematics
STEAM – Science, Technology, Engineering, Arts, Mathematics

1. GOALS / MISSION
1.1 Goals

1.1.1 Mission
☐ Describe the desired state of school's educational programs

Kawaik'a High School of Tradition and Technology will be established to provide dynamic and engaging educational experiences, rooted in community core values and traditional knowledge development, which challenge and inspire students to be academically advanced, technologically proficient, community minded, culturally grounded, and holistically healthy in order to be prepared for post-secondary success.

1.1.2 Describe the general educational philosophy
We believe high academic expectations and non-traditional instructional strategies, coupled with deliberate mentorship and strong health supports, will produce students who are capable of serving their communities as strong citizens and culturally enabled leaders. Our ultimate vision is to create a school that is dedicated to serving as a center of community-based knowledge, innovation and creativity while seeking to develop sovereign and secure citizens ready to help our communities transition into the 21st century and beyond.

1.1.3 Serving the community
☐ Describe the desired interaction with school's community

The KHSTT will feature a dynamic and fully integrated community involvement program, on both a curricular and organizational level. Our curriculum features ongoing project-based learning with an emphasis on community engaged projects that seek to improve the local area while accomplishing high learning goals and strong academic achievement. We have sought to develop our school around a continuous community engagement process and have made strong efforts to this point in our school design to include the local community in decision-making around the areas of curriculum, student support, and learning outcomes. These efforts have included presentations at each of our local villages, weekly community meetings, and multiple one-on-one conversations with families and citizens. We have also begun establishing partnerships with our local business, educational entities, and leadership organizations in order to provide stronger supports and opportunities for students. We have also been working with the Pueblo of Laguna Council to assist with organizational development and community engagement. Although we have not received final approval for our application and location plans, we will continue our collaboration with the above entities throughout the ongoing application, development, and implementation process. As it currently stands, our proposed location for the school will be the B Building of the Laguna Industries Complex, now called the Mesita Facility, which was the former administration offices for the organization when it was fully operational.

1.2 Process

1.2.1 Describe process for data gathering and analysis
The KHSTT planning team engaged in a variety of methods to gather input from the local community. These methods included:
Survey of local facilities based on community input. At our community weekly meetings and presentations, community members made a number of suggestions as to which facilities would be best for serving students. Our steering committee discussed the multiple locations within the community, including the old Laguna-Acoma High School, the Laguna Elementary School, and an area of land nearby the old high school. With the help and support of the Pueblo administration, we were able to settle on one site for consideration, though no authorization has been currently granted.

Site inspections. Site inspections were conducted by the contact person of the planning team and the facilities associate. Data and notes from the various site inspections have been maintained and utilized to inform further planning, needs assessment, and community engagement

Historical documents. Significant and important historical documents have been collected from community members and entities who have been engaged in the development of this charter school and educational reform initiative over the past twenty years. These documents have been used to help with contextual understandings in regards to facilities and curriculum planning.

Weekly meetings. The planning team has held weekly information/planning meetings since the late fall of 2014. These meetings are open to the public and have been announced in the local paper to encourage participation. These meetings have been incredibly informative and a great deal of data has been collected from the various participant responses.

Presentations to villages. In addition to the weekly meetings, the team has presented to the various villages that make up the Laguna Pueblo community. These presentations have also yielded responsive data from community members.

One-on-one conversations. The planning team has also conducted a significant number of one-on-one conversations with individuals both within and outside of the reservation who are engaged in the establishment of the charter school. These conversations have been noted and included in various decisions regarding the school's development.

Fall survey. The planning team released a brief community survey in the Fall of 2014 to assess interest and understandings regarding the proposed charter school and additional educational needs. The survey was conducted

Spring community survey. A longer and more detailed community survey was developed and released mid-March to gain a fuller understanding of the community educational needs and the affirm the directions taken based on the previous Fall survey. To date more than 50 responses have been collected, though the assessment has not been officially closed.

The result of this data has allowed us to further clarify our mission and vision, as well as our curriculum and organizational design and what facilities will be necessary to meet the educational goals of the proposed charter school.

1.2.2 Authority and facilities decision making
☐ Identify individual representing the school authorized as contact on issues and questions related to this submission
At the present time, the planning team is in the process of presenting to the Laguna Pueblo Council and applying for charter school approval from the New Mexico Public Education Commission. Therefore, the KHSTT Governance Council is not currently established. Upon approval from both the Pueblo and the Commission, the Governance Council will have the ultimate decision-making authority for the school. Currently, the school founder, Dr. Lee Francis IV, is the authorized contact in regards to issues and questions related to this submission.

☐ Identify process for capital planning and decision-making
Capital planning team has not been established at the current time. Should the application be approved, capital planning will be established under the authority of the Head Administrator, who is responsible for the day-to-day operations of the KHSTT. The Head Administrator will be responsible for facilitating and organizing the capital planning team and developing the process by which decision-making will occur. The process will include: a) convening an advisory committee to set goals for the capital plan, b) assigning specific responsibilities to staff, governance board, and committee members, c) presenting recommendations to the committee for consideration, d) presenting recommendations to the community for consideration and feedback, e) presenting final recommendations to the school's Governance Board for final approval and acquisition of property.

☐ Identify how community input is considered
Community input is an integral component of the school design and implementation. To this point, the Head Administrator and Governance Council President will officially present to each village and the Laguna

Pueblo Council, on a bi-annual basis, efforts and activities of the KHSTT including all relevant student data, achievements, and plans undertaken by the school. Responses, input, and advice will be collected and utilized in decision-making for all aspects of the school in a systemic and regular manner. Separate community meetings will be held for issues such as curriculum, organizational design, and capital planning, in order to gain a deeper understanding of the needs and desires of community members. Strong efforts will be made to engage community members in all aspects of the planning, though final decisions remain with the school Governance Council.

☐ List members that attended planning meetings and their affiliation
Planning meetings for the establishment of the school have been open to the public , though the primary members of the Planning Team who have been present at each of the meetings has been Dr. Lee Francis IV, Founder and Ms. Shannon Douma, Member. They have been the primary facilitators at the planning meetings.

☐ Describe the nature of Steering committee involvement
Members of the Steering committee have been involved in the planning and development of the KHSTT, with Dr. Lee Francis and Ms. Shannon Douma undertaking the lead facilitation roles as well as communicating with Planning/Steering Committee members.

☐ Identify members of the steering committee
Contact member: Dr. Lee Francis, KHSTT
Member: Shannon Douma, NACA
Member: Dr. Shelly Valdez, Sacred Pathways
Member: Leroy Silva, NACA
Member: Jodi Burshia, UNM
Advising Member: Valerie Siow, NACA
Advising Member: Daniel Ulibarri, NISN
Advising Member: Corina Chavez, NISN
Advising Member: Jim Hooper, Pueblo of Laguna

2. PROJECTED CONDITIONS
2.1 Programs and Delivery Methods
2.1.1 Programs overview

☐ Provide overview of proposed educational programs and facilities (if applicable)

KHSTT will focus project-based, non-traditional instruction that will have students working in and around the community on student-led, culturally relevant projects. Utilizing a STEM/STEAM approach, students will receive online instruction, varying fieldwork, instructor facilitation methods, and apprenticeship/internship opportunities all of which we believe will lead to high levels of achievement on academic benchmarks on international assessments. Additionally, a school based Mentoring Core will work to provide one-on-one and multiple supports for students working through the school. The Mentoring Core will be composed of one elder, one community health partner, one community professional, one parent or guardian, and one classroom instructor for each student. This Mentoring Core will provide strong supports for student success both in-school and after graduation.

☐ Identify and describe any potential shared/joint use facilities with public or private entities

The Mesita Facility, as previously identified, is currently operated by the Pueblo of Laguna. The facility has been previously utilized by the Pueblo Tribal Courts and the Pueblo of Laguna Police Department. Future use has not been determined, although the B Building is unoccupied and will be the projected location for the charter school. It should be noted that the Laguna Pueblo Council has the final decision on the use of the facility and final approval for utilizing the space has not been authorized, though the process for gaining permission has been initiated.

☐ Describe the school's proposed instructional program

KHSTT will feature project-based, non-traditional instruction, which will have students working in and around the community on student-led, community-minded projects. The typical classroom structure (teacher in front, students in desks) will be replaced with online instruction, varying fieldwork, instructor facilitation methods, and apprenticeship/internship models. Within this mode of instruction, students will also engage in high levels of technological development and acquisition that will draw upon STEM/STEAM concepts of curriculum design and implementation. Students will also engage in aspects of local culture and traditions that will serve as the foundation for learning across all grade levels. Projects will be designed to help serve the community, as well as provide critical "real-world" skills.

☐ Describe the general instructional organization (grade levels, groups, academies)

KHSTT will be organized through grade levels 9 - 12. We are also currently surveying the possibility of adding an evening element for older students aged 18 - 24, who would not fall within a grade range but rather as an after-hours student group. Classes will be taught in a cross-disciplinary fashion with subjects combined or separated as based upon the necessity of the project tasks assigned to each student. The cross-disciplinary curriculum will also be used in both day and evening programs.

☐ Describe scheduling approach (periods, block schedule)

The scheduling for the school will revolve around each project with which the students/school are involved. Given the nature of project development and completion, a flexible schedule is necessary to ensure the maximum time for accomplishing given tasks. The hourly requirements for each subject will be maintained, however. Projects will be complimented with distance-based/computer-based instructional time, which may or may not be during the "regular" school day.

9:00 AM Advisory
10:00 AM – Period 1
11:15 AM – Period 2
12:15 PM – Lunch
12:45 PM – Period 3
2:00 PM – Period 4
3:15 PM – Period 5

☐ List anticipated special curricular and extracurricular activities to be accommodated in the facility, if any

As previously noted, the majority of the curriculum will revolve around project-based activities, therefore the facility will be able to accommodate a flexible classroom set up with varying open spaces for maximum space-based learning arrangements. The facility must also be able to accommodate the technology necessary to run the various distance-/computer-based programs that will support and assist in the learning and development aspects of the student body. The targeted location in Building B, meets these two central requirements necessitated by our projected instructional needs.
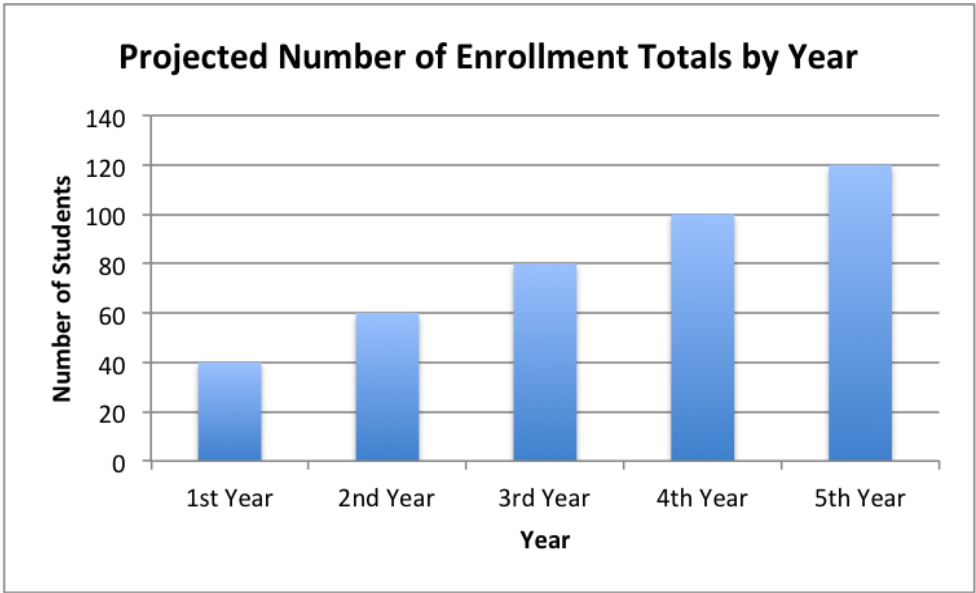
2.2 Proposed Enrollment

2.2.1 Indicate proposed enrollment cap

The enrollment cap for the KHSTT School will be 120 students total for grades 9 - 12.

2.2.2 Describe any plans for phased enrollment
☐ Provide a graph of projected enrollment cap, if incremental

Projected Number of Enrollment Totals by Year

Number of Students (y-axis, 0 to 140)

Year	Number of Students
1st Year	40
2nd Year	60
3rd Year	80
4th Year	100
5th Year	120

Year (x-axis)

☐ Identify by grade level, the five-year post occupancy projection of attendance to be accommodated by any proposed facility

2016	30 9th			
2017	30 9th	30 10th		
2018	30 9th	30 10th	30 11th	
2019	30 9th	30 10th	30 11th	30 12th

2.2.4 Classroom loading policy
☐ Identify anticipated class loading policy
The KHSTT will have an average teacher to student ratio of 15:1 with no higher than 20:1. As noted previously, the space accommodations should be flexible to encourage project-based learning explorations. However, we anticipate the classroom loading policy to adhere to a minimum of 30 net square feet/student.

2.2.5 Classroom needs
☐ Identify anticipated classroom needs, including number of classrooms to accommodate the projected enrollment. Provide supporting analysis.

Projected Classroom Needs			

Year	Number of Classrooms	Number of Students	Grades
Year 1	2 Classrooms	40 Students	Grades 9 & 10
Year 2	4 Classrooms	60 Students	Grades 9, 10, 11
Year 3	6 Classrooms	80 Students	Grades 9, 10, 11, 12
Year 4	8 Classrooms	100 Students	Grades 9, 10, 11, 12
Year 5	8 Classrooms	120 Students	Grades 9, 10, 11, 12

Core classrooms will accommodate 15 students for each classroom.

☐ Itemize the quantity and sizes of other spaces required to accommodate the instructional program
In addition to the classrooms KHSTT will also need:

Room Name	NSF	PFSA NSF
Head Administrators Office	150	150
Project Coordinators Office	150	150
Reception Office	300	300
Student Health Office	150	150
Conference Room	200	200
Storage	100	100
Kitchen	1700	1700
Restrooms	100	100
Communications/Technology	200	-

2.3 Site and Facilities (if applicable)

   2.3.1 Location/site

   ☐ Include Map(s) which identify the location of any existing and proposed facilities
   Please refer to Appendix A - Map 1.

   ☐ Provide an description of sites and facilities , existing or proposed
   The Mesita Facility is 100 yards south of I-40 at Exit 117. The original facility was built in 1984, though it has been renovated several times in the past 30 years, including the most recent renovation in 2012 to accommodate the Laguna Tribal Courts. The total area for the entire complex includes three buildings and approximately 112,000 sq.ft. of

useable space. The proposed site will be the B Building which was the original location for the administrative offices and the entrance to the manufacturing warehouse. Most recently, the building was occupied by the Laguna Pueblo Tribal Court system, who utilized the space while the main courthouse was being renovated. The building has four open rooms, meeting space, and a kitchen/dining hall area. There is adequate parking around the structure, both in front of the B Building as well as around the perimeter of the complex.

2.3.4 Facility evaluation (If applicable)
 □ Provide a summary of the facility condition evaluation (FAD Executive Summary Report)
Not currently available.

 □ Has PSFA evaluated the proposed facility for code and adequacy? If so, summarize PSFA/Code analysis of any existing facilities that are proposed for future use and include in this section.
Not currently available.

3. PROPOSED FACILITY REQUIREMENTS (Ed Spec)
  3.1 Facility Goals and Concepts
    3.1.1 What are the goals to be met by your school facility?
    ☐ Outline plan for being in a public building by 2016 in compliance with HB-283
    The Mesita Facility B Building is uniquely aligned with the mission, vision, and educational goals of the KHSTT. Beginning with the open concept of learning that revolves around project-based activities, the facility is ready to be utilized in service of a high performing school that features strong technological components, a rich history in the community, and a choice location in the Eastern side of the Pueblo. Should the application be approved, we will begin negotiations with the Pueblo of Laguna in order to lease the space for the new school. Renovations to the space have helped upgrade to current occupancy codes, though there are several more aspects that need to be improved in order to accommodate students in a safe and secure educational setting.

    3.1.2 Concepts
    ☐ Identify and describe major facility concepts including safety, security, sustainability, flexibility, community use, utilities, and any other issues or special considerations that impact space requirements and/or costs.
    Beginning with the long history in the community, the Laguna Industries was, for a long time, the economic engine for the Pueblo. As we continue to develop our charter high school, one area of community desire has been made clear: students need to be prepared for post-secondary success. This means being workforce or college ready with the capacity to succeed once there. Coupled with this is a desire for students to be connected to their local community, through engaging and dynamic community-based projects. Therefore, the primary considerations for the facility need to focus on how best to support innovative, community-oriented projects that are responsive and dynamic. This means the space must be flexible in design and structure and have the ability to encourage community presence in a safe and regulated manner. Although no agreement has been initiated with the Pueblo, there is also the consideration of other tenants, which may necessitate further safety and security requirements, and may have an impact on space usage and/or future costs. At the present time, we have no information regarding the Pueblo's future plans for the site, save for our inquiry regarding the space.

3.2 Space Requirements

3.2.1 Space summary

☐ Provide a summary list of all individual space needs and sizes.

Room Name	NSF	PFSA NSF
Core classrooms	6500	-
Head Administrators Office	150	150
Project Coordinators Office	150	150
Reception Office	300	300
Student Health Office	150	150
Conference Room	200	200
Storage	100	100
Kitchen	1000	1700
Restrooms	100	100
Communications/Technology	200	-

3.2.2 Describe site requirements Spaces

☐ Provide a graphic diagram illustrating the relationship between the program areas.

Please refer to Appendix A - Map 2

4. CAPITAL PLAN

As the Planning Team is in the process of applying for approval for the KHSTT, a Capital Plan is not yet fully in place. However, we will need a number of improvements to the current location to be ready for students. An internal review that included conversations with the facilities staff at Building B of the proposed facility, showed the need for several upgrades in order to be in compliance with state and federal law. These improvements still need to be negotiated with the Pueblo of Laguna, who is the owner and operator for the facility. We expect these improvements to be completed by late Spring 2016.

5. MASTER PLAN SUPPORT MATERIAL

5.1 Sites and Facilities Data Table (if applicable)

☐ Provide a table summarizing characteristics of site and facilities

☐ Name of facility

☐ State identification number

☐ Physical address

☐ Date of opening

☐ Dates of major additions and renovations

☐ Facility Condition Index (FCI) and N.M. Facility Condition Index (NMCI), if available

☐ Site owned or leased

☐ Total building area gross sq/ft.

☐ Site acreage

☐ Total number of permanent general classrooms

☐ Total number of permanent specialty classrooms

☐ Total number of portable classrooms

☐ Total number of classrooms

☐ Percentage of portable classrooms compared to total number of permanent classrooms

☐ Total enrollment current year (40th day count), if available (may not be available for a newly chartered school)

☐ Number of gross sq. ft per student per school facility

Name of Facility:	*Kawaik'a High School of Tradition and Technology*
State Identification Number:	*N/A*
Physical Address:	*I-40, Exit 114, Industrial Parkway Loop, Mesita, NM*
Date of Opening:	*August 2016*
Dates of major additions & renovations:	*2012 facility renovated for use by Tribal Courts*
Facility Condition Index/NM Facility Condition Index:	*Not Available at this time*
Site owned or leased:	*The site will be leased from the Pueblo of Laguna*
Total building Area Gross Sq/Ft:	*Building B: 9,500 square feet*
Site Acreage:	*10+ Acres*

Total Number of Permanent General Classrooms:	*4*
Total Number of Specialty Classrooms:	*4*
Total number of Portable Classrooms:	*No portable classrooms will be required upon completion of the school*
Total number of Classrooms:	*8*
Percentage of Portable Classrooms compared to Total Number of Permanent Classrooms:	*None required.*
Total Enrollment current year:	*Not Applicable*
Number of Gross Square Feet per student per school facility:	*80 square feet*

5.2 Site Plan(if applicable)
  ☐ Scaled school site plan
  Please refer to Appendix A - Map 1.

5.3 Floor Plan (if applicable)
  ☐ Scaled school floor plan(s) with rooms numbers to match inventory
  Please refer to Appendix A - Map 2

  ☐ FAD forms updated
  Not available at this time.

5.8 Detailed Space and Room Requirements(EdSpec) ifapplicable
  ☐ 5.8.1 Technology and communications criteria
  KHSTT will provide school-wide internet access, VOIP telecommunications system and multi-server capacity. As the location currently houses the servers for the local broadband provider, we do not see any issues in regards to space and will work with the entity to allow access for the technology needs of the school.

  ☐ 5.8.2 Power criteria
  KHSTT will receive electrical power from Continental Divide Electric Cooperative. Building B of the Mesita Facility is currently fully powered.

  ☐ 5.8.3 Lighting and day lighting criteria
  Security lighting in and around the school will need to be assessed in areas such as parking lots and access roads, though the recent renovations to the

site have included a number of these upgrades. Interior lighting of the classrooms and administrative areas will meet the requirements with supplemental lighting via windows and industrial fluorescent lights.

☐ 5.8.4 Environmental conditioning criteria
Classroom temperature and air quality will be maintained through heating, ventilation, and air conditioning system. Temperature will be maintained between 68 – 75 degrees with full occupancy. Air quality and temperature will be measured from a location in the middle of each room.

☐ 5.8.5 Classroom acoustics criteria
There are no specific requirements for classroom acoustics identified at this time.

☐ 5.8.6 Furnishing and equipment criteria
Some typical classroom equipment will be required, though the majority of the spaces will have flexible use. This will require desks and chairs that have the ability to be portable and compactable should the need arise to move these furnishings. Instructors and administrators will need access to office type furnishings, though there is no specific requirement as to the types necessary.

☐ 5.8.7 Table types
Due to the project-based nature of the school, we will need long portable tables (8') which can be configured into various patterns based on the project and student learning requirements.

☐ 5.8.8 Storage types
Storage will be located inside the building and will be secure and able to accommodate records, equipment, and school materials. Secure file cabinets and closets will be necessary.
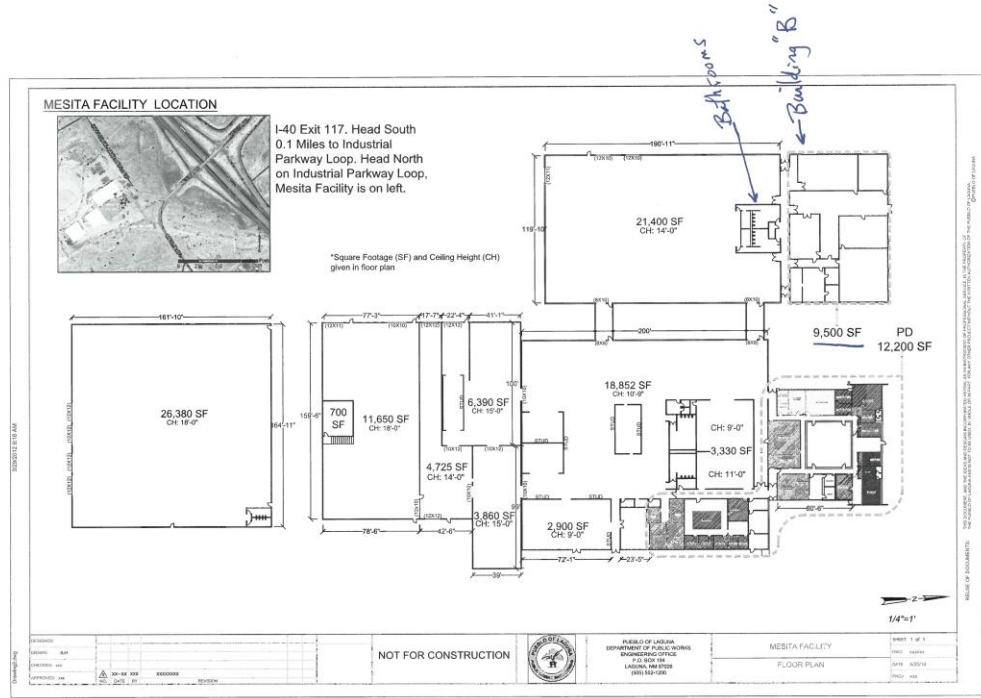
☐ 5.8.9 Criteria sheets
Not applicable at this time.

5.9 Submission
☐ 5.9.1 Final hardcopy placed in a three-ring binder
☐ 5.9.2 Final electronic copy

APPENDIX A

Map 1

Map 2