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**OPTIONS FOR PARENTS AND FAMILIES DIVISION  
CHARTER SCHOOLS DIVISION**

**2018 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 9, 2018, **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](mailto:charter.schools@state.nm.us)
- By mail or personal delivery: PUBLIC EDUCATION COMMISSION  
c/o New Mexico Public Education Department  
Attn: Options for Parents and Families/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

### **RES PRIMAE CLASSICAL SCHOOL**

- Grade levels to be offered and enrollment projections

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



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

- Primary Point of Contact

Name	Tara Beam			
Mailing Address	3200 La Paz Lane			
City	Santa Fe	State	NM	Zip 87507
Phone	505-290-2640			
Email	tarabeam.rpcs@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

### Tara Beam, MA - Chair/ Director of Educational Plan

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

CURRENT EMPLOYMENT: Charter School Consultant and Grant Writer

QUALIFICATIONS: Prior research assistant on the Constitution for Hillsdale President and Academic Mentor; Intern for Senator Pete Domenici in Washington D.C. (2008); Wrote plan for a civics curriculum for students and adults; Interned for the Allan P. Kirby, Center for Constitutional Studies and Citizenship in D.C. (2010); Founder of the Estancia Valley Classical Academy (EVCA); Teacher of history, government, economics, and social dance at EVCA from 2012-2014; Research associate in Hillsdale's Barney Charter School Initiative (BCSI) from 2014-2016, where she developed syllabi and course materials in history, and civics, and helped to build BCSI's academic program guide and to facilitate BCSI's annual school founders and teacher training; Substitute Teacher for APS 2016-2017.

### Jason Beam, PhD - Educational Plan/ Information Technology

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

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

QUALIFICATIONS: Professor who daily engages with students in his classes who are poorly prepared for college. Dr. Beam sees first hand that students and parents in NM deserve better educational options. Substitute teacher for APS between December 2013 and May 2014.

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

EDUCATION: BBA, Accounting and Finance, Georgia State University

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

QUALIFICATIONS: Successfully owned and operated businesses in the fields of public accounting, retail spirits, vending, software sales, human development, real estate leasing, restaurant and brewery, and human nutrition; taught small business classes for the Internal Revenue Service to assist small businesses to comply with the myriad of tax laws and regulations; taught classes to restaurateurs covering operational techniques to save costs and maximize revenue; has been a CPA advisor for two NM companies' public offerings; wrote monthly articles relating to restaurant operations and taxation for a Santa Fe business weekly; spent two terms on the Board of a private school

and was their treasurer during the first term; one of the first five CPAs in NM to receive the Certificate of Achievement in Tax Planning and Advising Closely-held Businesses.

**Victor Bruno, BA - Facilities Plan**

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

CURRENT EMPLOYMENT: Commercial Real Estate Consultant

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

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

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

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

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

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

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

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

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

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

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

**7. Student population and geographical setting of the school**

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

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

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

RPCA will serve all K-12 students, regardless of personal circumstance. RPCA envisions serving students from the entire Albuquerque and Rio Rancho metro area, but primarily is focused on attracting students in the underserved area in the Northwest

region of Albuquerque. Students in the Northwest region of Albuquerque most likely attend Alameda, Los Ranchos, or Alvarado Elementary Schools / Garfield, Taft, or Taylor Middle Schools/ or Valley or Cibola High Schools.

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

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

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

RPCS will serve students likely being educated in Alameda, Los Ranchos, or Alvarado Elementary Schools, Garfield, Taft, or Taylor Middle Schools, or Valley or Cibola High Schools. Families are likely to choose RPCS for its 1) effective elementary English language and math programs, 2) cohesive, rigorous, and content-rich K-12 curriculum, 3) high standards of behavior and learning, and its 4) warm, orderly, and studious campus. Parents of students in other Barney Charter School Initiative schools around the country boast that their young children understand mathematical concepts, and know more about the English language than they do. They also boast that dinner table conversation has changed because of the rich content (stories, biographies, history, science etc.) their students are learning. They especially appreciate the CK Sequence, which informs of the content their children will learn in each grade, and ensures their students will avoid gaps in their learning. Finally, parents love the close-knit/warm school community and orderly campus that supports and holds their students accountable to high standards of behavior and academic performance.

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

Per the 2015-16 NMPED District Report Card, 16% of parents surveyed at Alvarado Elementary School, 19% at Taylor Middle School, and 28% at Valley High School disagree that their child's school holds high expectations for academic achievement. RPCS will hold high expectations. Also, our team has assessed community demand for a charter school such as RPCS by sharing the message about the school's mission/philosophy with parents and community members/leaders and requesting feedback through different methods. First, Tara Beam has given talks specifically about classical education and the RPCS or described the school tangentially in the context of other presentations at seven separate public events in the last year directly reaching at least 250 people. She also set up a table at a major convention and has collected signatures of support for the school. To date we have built an RPCS contact list of supporters with over 100 contacts. This list includes leaders from several statewide and regional organizations including civic groups, political groups, military groups, and church groups. Many of these leaders have offered to disseminate information about the school to their email lists and to have Tara speak at their public events in the coming weeks and months. The team also created a Facebook Page last year describing the school and created an opinion poll to determine if friends and relatives here in Albuquerque are interested in having a school like RPCS. In less than two days, 75 people responded. All 75 respondents (100%) believe that RPCS will be an asset in the Albuquerque community, and that they were seriously interested in learning more about the school as a viable possibility for their children. Many said they would send their kids. Since then, the Facebook page has garnered over 100 "likes" from New Mexico residents and 72 of those live in the Albuquerque/Rio Rancho metro area where the

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

school will be located. Many of those who follow the page have requested to be on the RPCS contact list to receive information about the school and how they can volunteer their time, energy, and resources to ensure the opening of this school. We have plans for more serious and wide-ranging surveys to determine interest once the Notice of Intent has been received.

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

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

1. *The Core Knowledge Sequence* in grades K-8 (except math): a planned grade by grade progression of specific knowledge in world and American history and geography, mathematics, science, language arts, visual arts and music that has been proven to lift student scores and close the gap between more and less advantaged students. Children learn by building on what they already know. CK motivates students to learn and creates confidence by exposing them to a coherent core of challenging, interesting, interwoven knowledge and vocabulary vital for higher levels of learning; promotes community through a common thread of instruction and learning, including greater collaboration and communication in lesson planning that prevents gaps and redundancy; encourages parent involvement by providing a clear outline of what their children should learn in each grade.
  2. *Riggs Institute's The Writing & Spelling Road to Reading & Thinking*: a multi-sensory, brain-based approach for teaching "explicit" phonics, reading and language arts; Riggs addresses virtually every student's learning style through four pathways to the brain sight, sound, voice, and writing; teachers can teach through each student's stronger learning modality while, simultaneously, remediating their weaker ones; Riggs accelerates the learning process, avoids discrimination against any student's individual learning style, and provides an optimal learning opportunity for each student.
  3. *30-minute morning Reading Block in K-3* which includes small group reading instruction with parent volunteers in conjunction with up to two additional hours of whole group direct instruction in Riggs, reading, and English Language Arts, with intervention for struggling readers.
  4. *Singapore Math*: a cohesive, deep, and focused mathematics curriculum, for K-7 that develops capacity for algebraic thinking, which requires strong numeracy, procedural fluency, and an ability to abstract; presents math problems first concretely, then pictorially, and only after these steps in abstract terms i.e. an algorithm; saves instructional time by focusing on mastery of essential math skills, not on re-teaching skills that should have been mastered prior; detailed instruction, questions, problem solving, and visual and hands-on aids.
  5. *A common Math Block across all elementary grades* permits ability grouping of the students; ideally, students do not move on until they have thoroughly learned a topic.
  6. *Traditional liberal arts and sciences sequence in the upper school*, with an integrated approach to teaching literature, history, mathematics, and science where possible.
  7. *A "Great Books" program*: Students, especially in upper grades, will conduct in-depth studies of great literature using Socratic seminars, which foster intelligent, logical, and independent thinking, and the ability to clearly and persuasively articulate ideas. Primary source documents will be the focus in the study of history and sometimes employed in the study of science.
  8. *Math treated as a tool of practical utility, reason, and logic and a biographical and hands-on approach to scientific inquiry* with emphasis on mastering fundamentals and inspiring wonder.
  9. *Latin*: Research shows that learning Latin increases students' knowledge of grammar and English vocabulary, improves reading comprehension, and sharpens students' analytical skills and ability to excel in other areas of study such as math, history, and geography.
  10. *Senior Thesis*: Seniors will be required to compose and defend a 15-20-page Senior Thesis as a capstone to their academic experience at RPCA.
  11. *A Culture of Excellence, Mutual-Respect, and Learning*: virtue, decorum, respect, discipline, and studiousness will be expected among students and faculty.
  12. *A Warm and Cohesive School Community*: Part of our vision is to build relationships and to create a true partnership among student, parent, and school so that all stakeholders share an appreciation of the pursuit of knowledge and an understanding of the student's strengths and weaknesses so families are empowered to effectively support their students. This will occur through school open houses, award ceremonies, family style dances, informational meetings, etc.
10. *Describe how the school will be more effective than the schools currently serving the targeted student population, and/or plans to improve student achievement and exceed the academic performance of existing public schools in the targeted service area and any data you have to support this assumption.*

The current situation is unacceptable. Per the statistics above, well over half the students in the K-12 public schools in the NW region of Albuquerque are performing far below their potential in at least three core subject areas and there are no signs of improvement. As a substitute teacher in some of these schools, Mrs. Beam observed a severe lack of order, discipline, content, and

enthusiasm for learning in the classroom. The lack of effective instruction in language in the elementary schools and the poor quality of literature in classrooms across grade-levels is particularly alarming. Reading is the gateway to learning in every subject and nearly 2,900 students in these schools cannot read at a proficient level, let alone write or speak intelligently about what they read.

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

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

Signature of founder(s)

Tara Beam

Date: 1-9-18

- Tara Beam

[PRINT NAME]

Signature of founder(s)

Victor S. Bruno

Date: 1-9-18

- Victor S. Bruno

[PRINT NAME]

Signature of founder(s)

JOEL R. ADELSTONE

Date: 1-9-18

[PRINT NAME]

Signature of founder(s)

Jason Beam

Date: 1-9-18

Jason Beam

[PRINT NAME]