

# OPTION FOR PARENTS CHARTER SCHOOLS DIVISION

## NOTICE OF INTENT TO SUBMIT CHARTER APPLICATION

### INSTRUCTIONS

According to NMSA § 22-8B-6(B) this Notice of Intent to Submit 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.*

This year the NOI is due by close of business, January 10, 2012. Notice by mail will be timely if it is postmarked on or by January 6, 2012.

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

Electronically to:  <u>KellyCallahan2@state.nm.us</u>	By mail or personal delivery:  PUBLIC EDUCATION COMMISSION c/o New Mexico Public Education Department Attn: Ms. Kelly Callahan, General Manager Options for Parents/Charter Schools Division 300 Don Gaspar, Room 301C Santa Fe, New Mexico 87501
---	--

The NOI is to provide information for the primary point of contact, enrollment projections and a concise proposal overview (not to exceed 5 pages).

You are strongly encouraged to send notice to the Superintendent of your local district by certified mail return receipt requested, or request a signed receipt when you deliver the NOI. Contact your local district regarding electronic filing.

**1. General Information:**

Name of Proposed School:	Columbus Community School	
Primary Contact Person	Jack Long	
Mailing Address:	P.O. Box 529	
City: Columbus	State: New Mexico	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	Employment	Qualifications
Jack Long	Application Coordinator	Retired	BA; Completed course work for masters in education at NMSU; Bilingual news paper publisher; General building contractor specializing in sustainable building; Graduate work at USC in Public Administration; Public Health Administrator for Cripple Children Services program in California Public Schools; International Development worker in Mexico, Guatemala, and Poland.
Philip Skinner	Organization Coordinator	Self employed in the area for 28 years	Extensive business experience in Columbus, NM and Palomas, Mx. Active in various non profit economic development activities. Founder of the Southern Luna County Community and Development Corporation. Parent of a student in the Columbus Elementary School..
Victor Zizumbo	Community	Self employed in the area for 30 year	Extensive business experience in Columbus, NM and Palomas, Mx. Active in various local cross border education issues. Has student in high school.

Yulisa Mendez	Community	Health care worker	Mother with five children in the present Deming Public Schools. Extensive work in various area of health care. Volunteer in preschool activities.
Manual Mendez	Community	Self employed	Father with five children in the present Deming Public Schools. Mechanic and building experience with extensive community involvement. Volunteer in preschool activities.
Dr. Abe Armendariz	Consultant	Retired	Extensive experience in teaching, public school administration and university teaching in New Mexico.
Dr. Ema Armendariz	Consultant	Retired	Extensive experience as bilingual administrator and teacher in New Mexico.
Dr. Gwen Stowers	Consultant	Professor	Professor of Multicultural Education at National University, San Diego, California. Experienced middle and high school ESL and bilingual teacher.
Jorge Dominguez	Consultant	Professor	Professor of Critical Pedagogy at Universidad Pedagogía Nacional (UPN), Nueva Casas Grandes, Chihuahua, México.

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

- Single dual language
- STEM program
- Job skills-college preparation program

4. Does the school expect to contract with another entity for either management, or substantial oversight or direction in the school's operation?

Yes: Describe the entity and role it will have in the school's operational plan. No: .

We expect to contract with New Mexico Coalition for Charter Schools for financial services.

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

6. If the proposal is a replication, identify the school(s) you are replicating and what data that you have to support this model should be replicated.

N/A

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

The mission of the Columbus Community School, in alliance with families and the community, is to provide a rigorous, dual language, project-based, student learner instructional program. The new charter school will be a safe and supportive environment where 7 - 11th grade students can develop their unique gifts and identify potential academic and job skills that will lead to their future success as responsible citizens in their community.

8. Student body to be served, including key demographic data and targeted geographical area of the proposed school. Describe the targeted student population including key demographic data (academic performance, home languages, ELL and special education populations). 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 to be served are 7<sup>th</sup> through 11<sup>th</sup> grades living in the Columbus area of Luna County. Middle and high school students are presently being bussed to Deming, New Mexico. The round trip is over 60 miles and takes over two hours. Classes will be phased in starting with the 7<sup>th</sup> grade the first year with an addition grade added each year. Enrollment projections are 65 students per class with a maximum of 325 at the beginning of the 5<sup>th</sup> year. The application for renewal will include the 12<sup>th</sup> grade which will bring our total student enrollment to 390..

Columbus, New Mexico is a small, incorporated border town of a little under 2,000 residents with a divided ethnic mixture of 83.3% Hispanic and 13.9% White. Over 99% of all students from Columbus area are Hispanic (<http://nces.ed.gov>).

- Eighty percent of the residents speak Spanish at home. Thirty four percent of residents were born in Mexico.
- Forty percent of residents over 25 years of age had graduated from high school as compared to 84.6% nationwide (U.S. Census American Community Survey, 2005-2009).
- Many of the residents are low-income recent Mexican immigrant families with 56.7 % earning below the U.S. designated poverty level (U.S. Census, 2000).
- Over ninety-four percent of Columbus students are eligible for the free lunch program (PED).
- The median household income for residents of the Village of Columbus is only \$13,773 (Growth/Enrollment Analysis 2006-2007, Deming Public Schools, p. 2-18). In contrast, Luna County's median household income is \$20,784 while that of the state is \$34,133 and that of the nation is \$41,994 (U.S. Census, 2000).
- The principle source of employment for Columbus residents is seasonal work in agriculture. However, once the harvest is over, sometime in December, the only source of income is that of unemployment checks until late spring when agricultural work begins again.
- The family's unemployment check is supplemented by food stamps and agricultural surplus commodities which are distributed by a local non-profit organization.
- The remainder of residents are mainly white retired blue and white-collar workers from other states with no school age children. We plan to recruit this segment of the population for after-hours tutoring and mentoring of ELL students and students who may be having difficulties in math and reading.

1. AYP statistics for the 2010 -2011 school year indicate that 20.14% of Red Mountain Middle School Hispanic students are proficient in math as compared to 34.02% proficiency for Caucasian students. Hence, Caucasian students at Red Mountain Middle School are 1.69 times more proficient in math than Hispanic students.
2. In reading, 33.86% of Hispanic students at Red Mountain Middle School are proficient as compared to 54.64% proficiency for Caucasian students. Hence, Caucasian students are 1.84 times more proficient in reading than Hispanic students.
3. AYP statistics show that 15.02% of Deming High School Hispanic students are proficient in math as compared to the 25.49% proficiency for Caucasian students. Hence, Caucasian students from the same school are 1.70 times more proficient in math than Hispanic students.
4. Caucasian students are 1.92 times more proficient in reading than Hispanic students at the Deming High School.
5. Although state wide test scores consistently show Hispanic students trailing Caucasian students, however, not nearly to the degree as in Deming.
6. In fact, statewide ratios for middle schools show Caucasian students are 1.56 more proficient than Hispanic students in math as compared to Deming's 1.69 times; and 1.39 more proficient in reading as compared to Deming's 1.84 times.
7. At the high school level, state wide ratios show Caucasian students are 1.55 more proficient in math as compared to Deming's 1.70 times more proficient and 1.40 more proficient in reading as compared to Deming's 1.92 times as proficient.
8. Parents will choose to send their children to the Columbus Community School because they can be more involved with their children's education and will have direct access to their children's teachers. The majority of our students are US citizens from Mexico, many whose parents are Mexican citizens and are not able to go to Deming. Deming is thirty miles away and a US visitor visa only allows one to travel 25 miles into the US.
9. The PED, Habitually Truant School Type Report, School Year: 2009-2010 shows Deming's middle school with a habitually truant rate of 27.7%; and at the high school, the rate was 51.9% . We think that a school based in our community will lead to closer parent and community supervision so as to resolve this problem.

9. Evidence and assessment of a community need for a school of this nature: Detail any objective surveys or other measures of local demand for the proposed educational program.

- Columbus Community School applied for a charter in 2011. Over 30 residents attended the community hearing in support of a charter school.
- During the appeal process a petition of approximately 200 signatures was sent to the PEC.
- The Village of Columbus governing body supports the effort for a charter school as witnessed by the Village mayor's presentation at the 2011 Community Input Hearing on August 8, 2011.

10. Key innovative, unique and/or programmatic features the school will implement in order to accomplish its vision and mission (non-traditional school year, longer school day, partner organizations, etc.)

- The school will function on a year round schedule. The middle and high school operate on a semester schedule. The Columbus Elementary School operates on a year round schedule. . This causes a problem for those families who have children in both elementary and middle/ high school as the children are on school breaks at different times..
- Since our students will not be spending two hours a day traveling back and forth to Deming we can offer a one hour longer school day.
- A professional learning community will be created through extensive staff development to better meet the needs of students, staff, and other stakeholders.
- Collaborative teaching teamwork will be implemented.
- Because of smaller class size we will be able to assess student performance and adjust instructional and programmatic decisions more quickly.
- We will provide a culturally responsive pedagogy.
- We will build strong community involvement and support.
- Job skills development will be integrated in the education program.
- We plan to partner with Southern Luna County Economic and Community Development Corporation to develop both an energy efficient and affordable housing project where our students can gain practical experience in research, design and construction.

11. 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.

- Upon entering school, students' will be assessed for prior knowledge for placement into the appropriate classroom and after school tutoring services related to their strengths and weaknesses.
- By eliminating the over two hour daily bus ride, a longer school day (by one hour) will be implemented and parents will be able to better have access to teachers.<sup>1</sup> & <sup>2</sup>
- Twenty minutes will be added to some subjects to form longer instructional blocks.
- We feel that an after school home work assistance program is essential to students success because of the language and education barriers in the majority of our students' homes. <sup>3</sup>
- After school activities will include team sports, academic coaching, job skills acquisition, art, and music. Team sports will be tailored to the local culture and will include such sports as soccer and baseball which are much less expensive than the more traditional high school sports. <sup>4</sup>
- High truancy will be eliminated because of closer parent and community supervision.
- Faculty will be held to high performance standards and rewarded for meeting or exceeding state standards.
- Teachers will differentiate instruction to meet the needs of individual students. This will develop from meetings with parents, students and teachers where all will discuss what will help the particular student achieve. Much of this will be based on the student's interests, culture and language so that student motivation will be a key factor in student success. Students will have a key voice in how their learning will be structured.
- Over one half of the students in the Columbus area are US citizens living in Palomas, Mexico. Many of their parents are unable to cross into the US and therefore are unable to meet with their children's teachers. Deming has prohibited their staff to go to Palomas to meet with the parents. We will be able to cross into Palomas and meet with parents there.

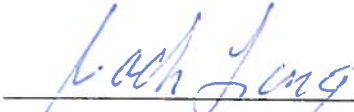
1 Massachusetts 2020. (2005, Fall). *Time for a change: The Promise of extended-time schools for promoting student achievement*. Research Report. Boston, MA. Author. [http://www.mass2020.org/files/file/Time-for-a-change\(1\).pdf](http://www.mass2020.org/files/file/Time-for-a-change(1).pdf)

2 Jimerson, Lorna (2007). *Slow Motion: Traveling by School Bus in Consolidated Districts in West Virginia. March 2007 Rural School and Community Trust*. Down loaded March 25, 2011, [http://www.ruraledu.org/user\\_uploads/file/docs/slow\\_motion\\_wvbusdes.pdf](http://www.ruraledu.org/user_uploads/file/docs/slow_motion_wvbusdes.pdf).

3 Skandera, Hanna, & Sousa, Richard (2003). *School Figures: The Data behind the Debate*. Hoover Institution Press.

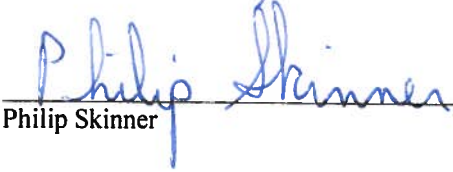
4 Education Week, After – School Programs. <http://www.edweek.org/ew/issues/after-school-programs/>.

Signature of founder(s)

  
\_\_\_\_\_

Jack Long

Date: January 9, 2012

  
\_\_\_\_\_

Philip Skinner

COLUMBUS COMMUNITY SCHOOL

P.O. BOX 1683  
COLUMBUS, NEW MEXICO 88029

January 9, 2012

RECEIVED

JAN 10 2012

**Santa Fe Charter  
Schools Division**

PUBLIC EDUCATION COMMISSION  
c/o New Mexico Public Education Department  
Attn: Ms. Kelly Callahan, General Manager  
Options for Parents/Charter Schools Division  
300 Don Gaspar, Room 301C  
Santa Fe, New Mexico 87501

Dear Ms. Callahan:

Enclosed is a copy of our 2012 "Notice of Intent" to apply for a charter school here in Columbus.

Thank you,

  
Jack Long

575-694-3171

jacklong42235@yahoo.com