



STATE OF NEW MEXICO
 PUBLIC EDUCATION DEPARTMENT
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1

HANNA SKANDERA
 SECRETARY OF EDUCATION

SUSANA MARTINEZ
 GOVERNOR

**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:

By mail or personal delivery:

KellyCallahan2@state.nm.us

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:	Espanola Valley Leadership Development Academy	
Primary Contact Person	Pedro L. Atencio	
Mailing Address:	29 Nambe West	
City: Santa Fe	State: New Mexico	Zip: 86508
Phone: 505-490-1748	Email: pla505@hotmail.com	

RECEIVED

JAN 10 2012

**Santa Fe Charter
 Schools Division**

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
Pedro Atencio	Team leader	Pres. Ahora Education Consultant Co.	Former State Director, Re:Learning New Mexico; former school administrator; higher education consultant; business owner; NSF-SIMSE Grant; Consultant, Robert E. Noyce Foundation/ Intel Corp.; Consultant in multi-cultural curriculum development Country Day School, San Jose, Costa Rica.
Jean Stratton	Team member	Retired educator; former director of Re:Learning New Mexico	Journalism instructor, Santa Fe Public Schools; Yearbook sponsor; Humanities/English instructor (high school); Professional Development provider at education workshops across New Mexico
Wendy Rose Pacheco	Team member	Data Coach, Cesar Chavez Elementary School, Santa Fe	Certified Literacy development coach for Santa Fe Public schools, Consultant Center for the Education and Study of Diverse Populations, Highlands U Project, based in Espanola.

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

Focus of the academy is to create young leaders in the Espanola community by developing positive experiences through a program based in communication skills, media skills and dual language proficiency. The skills acquired in classes at the academy will be applied in experiential settings by developing partnerships with community businesses and organizations so that in effect students will have an opportunity to develop leadership skills through internships in real world jobs.

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: .X

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.

Not applicable

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

The Mission of the Espanola Valley Leadership Academy is to create an educational environment for 7th through 12th grade students of the Espanola Valley that focuses on developing leadership and communication skills and incorporating and supporting local culture and traditions. The Academy will foster research-based teaching strategies, dual language instruction and will utilize higher education and business partnerships to formulate a project-based curriculum. While the Academy will focus on college preparation, it will also accommodate those students who are goal-oriented and can succeed in other career choices.

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.

The Espanola Valley contains many small and traditional communities, including Alcalde, Chimayo, Abiquiu, Velarde, Cordova and other smaller communities; and also three Native American Pueblos: Okay Owingeh, Santa Clara, and San Ildefonso. It is a known fact that a high percentage of students living in the Espanola Valley actually attend school in neighboring school districts. There are no studies or hard data to cite; however, by speaking to teachers who teach in Pojoaque and Los Alamos School Districts, the number of Espanola Valley students who attend these other districts is over 500 and is steadily increasing. Our targeted population includes all students who are motivated to attend college and who are inclined to utilize their high school experience as an opportunity to learn both basic and practical tools of reading, thinking, and analyzing information.

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.

The demographic population of the Espanola Valley is composed of 78% Hispanic, 12% Native American, and 10% other. Since the Espanola Valley is located in Rio Arriba County and comprises the majority of the population of the County, it is telling to examine the educational demographics of the County. The percentage of the population of the County with less than a 12 grade education is 27%, compared with Santa Fe County whose rate is 16% and Los Alamos County whose rate is 3%.

The dropout rate of students in Espanola is the second in the state at 54.36%, according to the PED District Accountability Report. Clearly, there is an overwhelming need for a program geared to gradation of our students.

According to the ratings from the District Accountability Report, PED, 2011, of all the students, 1,962 are Hispanic, and 73% were not proficient in math; 59% were not proficient in reading. Among Native American students, 63% were not proficient in math; 51% were not proficient in reading. Among economically disadvantaged students, 73% were not proficient in math and 58% were not proficient in reading.

Among ELL, 77% were not proficient in math and 64% were not proficient in reading.

Among students with disabilities, 89% were not proficient in math and 85% were not proficient in reading.

They are most likely to choose our charter school because we will provide an enriched academic environment within their own community, and at the same time we will give leadership skills needed to succeed in life and to be motivated to continue in high school with our emphasis on communication skills in radio broadcasting and newspapers. This will also encourage their attendance at school with students who find school work to be exciting.

The intent of the Academy is to develop core leadership values and skills which will overcome any negative perceptions and increase success and pride in earned achievements. Also, the emphasis on communication will allow the students to define themselves by publishing a weekly newspaper of their own.

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.)

A preliminary framework for designing project-based curricular units around relevant issues will be adopted. The model includes selection of content standards applicable to students, the content and targeted learning outcomes. The first step is to examine all information about individual students to include performance on state and district assessments, at-risk factors, family support and general literacy levels as well as individual interests and strengths so that the units to be developed will take into consideration what processes, skills, knowledge and understandings will be taught and how they will be assessed. Then from the New Mexico Content Standards and Benchmarks, benchmarks will be selected to define the expected level of performance. Curriculum and standards mapping will ensure that there are no gaps in instruction and in meeting academic standards. This method will be used by all teachers in developing standards based units with an emphasis on interdisciplinary teaching.

Content and curriculum will be tied to defining a problem based on local issues and designed to answer an essential question, which is a broad and universal question without an absolute right or wrong answer. Embedded in this problem-based learning will be various content areas, academic standards, levels of performance and a variety of evaluations and demonstrations of understanding and mastery of skills. Specific skills will be outlined for each project to include such strategies as research, simulation, practice, students teaching students, note taking and summarizing.

The Espanola Valley Leadership Development Academy believes that a differentiated classroom is a responsive classroom designed to help each student learn to his greatest potential. Strategies designed to make learning optimal for every student will include group learning, flexible grouping and cooperative learning. Setting objectives and having students set personal goals and providing timely feedback will be important components of instructional delivery as will encouraging students to develop and test hypotheses. Teachers will provide simple clear expectations for expected behaviors with classroom norms and protocols and there will be rewards for specific behaviors that should be encouraged.

Students will be coached in methods of discovering similarities and differences in a concept so that they can understand (and often solve) complex problems by analyzing them in a more simple way. The acquisition of techniques for summarizing, research and note taking will be actively promoted by each teacher and there will be positive reinforcement for students' effort to tackle difficult problems. Homework and practice will give students the opportunity to deepen understanding and gain proficiency in the content they are studying. Graphic organizers and models will supplement presentation of material linguistically.

Our goal will be to create a constructivist classroom environment in which pursuit of student questions is highly valued and the teacher is engaged in interactive learning along with the students, mediating the environment for optimal learning.

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.

Assessment will include student performances, student products, self-assessment and reflection, peer review, observation and personal communication as well as pen and paper assessment requiring both constructed response and selected response.

Rubrics will be provided for all forms of assessment from the beginning of the unit of instruction so that students will be aware of expectations for performance. Partnerships with LANL, community college and businesses will evaluate specific job related skills targeted in each unit/project.

Teachers will design mini tasks to help students acquire a part of the knowledge and skills that will help them address a final culminating task for each unit of instruction and provide a well-supported answer to the essential question around which each unit has been designed.

Publishing a local weekly newspaper will allow the students to gain valuable hands-on experience in business, writing, sales, marketing, graphic design, interviewing, computer, and ethical issues of fairness and truth. At the same time, the students will be involved in their own community as they cover various beats such as city hall, County commission meetings, school board meetings, as well as cultural events that will inform them of their heritage and encourage their participation

Signature of founder(s)

Date: _____

[PRINT NAME]

Jean A. Stratton
Jean A. Stratton

1/10/12

Wendy Rose Pacheco
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1/10/12

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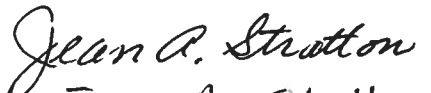
Signature of founder(s)




Date: 1-10-12

Pedro L. Alvarez

[PRINT NAME]


Jean A. Stratton

1/10/12


Wendy Rose Pacheco

1/10/12