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## OPTION FOR PARENTS CHARTER SCHOOLS DIVISION

### NOTICE OF INTENT TO SUBMIT CHARTER APPLICATION, 2014

#### 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.*

This year the NOI must be submitted by 5:00 PM Mountain Time on **Wednesday, January 8, 2014**. Notices of Intent that are not received by the Public Education Commission and the superintendent of the local school district by the January 8, 2014 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: [Linda.Olivas@state.nm.us](mailto:Linda.Olivas@state.nm.us)
- By mail or personal delivery:  
PUBLIC EDUCATION COMMISSION  
c/o New Mexico Public Education Department  
Attn: Ms. Linda Olivas, Administrative Assistant  
Options for Parents/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, target student population to be served, enrollment projections, key innovations, etc. (not to exceed 5 pages).

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1. General Information

- Name of Proposed School

Columbus community school
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- Grade levels to be offered and enrollment projections

Grade Levels to be Offered	Projected Total Enrollment
6th through 12th grades	500

- Primary Point of Contact

Name	Jack Long				
Mailing Address	PO Box 529				
City	Columbus	State	New Mexico	Zip	88029
Phone	575 - 694 - 3171				
Email	jacklong422 35@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 on Team	Qualifications: Education, Employment, Experience
Jack Long	Founder Application Coordinator	BA; Completed course work for masters in education at NMSU; Retired; 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	Founder Organization Coordinator	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..

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

Single Dual Language STEM Program Integrated, Proinfect-Based Learning Multiage Mastery College and Job Preparation Program Team Learning and Team Teaching
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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:

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

N/A

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

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

N/A

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

Columbus Community School is a 6th through 12th grade border school, of bi-national and bi-cultural students, which provides a culture of collaborative learning, caring, and service, resulting in academic excellence leading to post-secondary education and success. Through a single dual-language format, the project-based, STEM curriculum will produce compassionate and caring bilingual students with a commitment to their families and to their community.

8. 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.

Students to be served are 6th through 12th grades living in the Columbus area of Luna County as well as US citizen children living in Palomas, Chihuahua, Mexico. They are presently being bussed to Deming, New Mexico. The round trip is over 60 miles and takes over two hours. Palomas students must pass through two border checkpoints. Columbus students must pass through one border checkpoint.

Enrollment projections are 71 students per grade level, with a maximum of 500 students. The first year will include 6th through 10th grades with the 11th grade being added the second year and the 12th grade being added the third year.

- Describe the targeted student population including key demographic data (academic performance, home languages, ELL, and special education populations).

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> ).

o Eighty percent of the residents speak Spanish at home. Thirty four percent of residents were born in Mexico.

o 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).

o 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).

o Over ninety-four percent of Columbus students are eligible for the free lunch program (PED).

o 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).

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o 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.

o The family's unemployment check is supplemented by food stamps and agricultural surplus commodities which are distributed by a local non-profit organization.

o 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.

**Academic Performance**

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, whose parents are Mexican citizens. The majority of these parents are not able to go to Deming due to strict Home Land Security requirements.

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.

- 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.

All the students are presently presently being bussed to Deming, New Mexico, over 33 miles away. When time on the bus is calculated, Columbus Paloma students must spend 2 1/2 unproductive academic

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years on the highway between Columbus and Deming. Parents want their children educated nearer to their home where they can better supervise them and be involved in their education..

9. 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).

Columbus Community School applied for a charter in 2011, 2012, and 2013. All community hearings were well attended by community residents in support of the application, as noted in the Charter School Divisions final recommendation.

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.

During the 2012 application year we received over 100 forms from parents stating their interested in having their children attend the proposed charter school.

During the 2012 we again received the endorsement of the Columbus Trustees.

10. 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.).

- 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 real life project based learning which include the design and construction of sustainable adobe and rammed earth classrooms and housing.

11. 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.

- 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

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parents will be able to better have access to teachers.

- 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.
- 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.
- 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.

*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)

\_\_\_\_\_

Date: \_\_\_\_\_

\_\_\_\_\_  
[PRINT NAME]