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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 **Monday, January 13, 2014**. Notices of Intent that are not received by the Public Education Commission and the superintendent of the local school district by the January 13, 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
- 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).

**New Mexico Public Education Department
Options for Parents, Charter Schools Division
NOTICE OF INTENT TO SUBMIT CHARTER APPLICATION, 2014**

1. General Information

- Name of Proposed School

New Mexico College and Career Readiness Academy (NMCCRA)
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- Grade levels to be offered and enrollment projections

Grade Levels to be Offered	Projected Total Enrollment
K-12	1500

- Primary Point of Contact

Name	Paul "Pablo" A. Martinez				
Mailing Address	2711 Winston Avenue				
City	Las Cruces	State	New Mexico	Zip	88005
Phone	(575) 312-6327				
Email	pabloam.geo@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
Phillip Archuleta	Founding Council Member	Phillip Archuleta is a Labor Law Administrator for New Mexico Work Force Solutions. Mr. Archuleta is a former Magistrate Judge from Taos County. He is currently the President of Las Cruces LULAC Council 120. He serves on both the New Mexico LULAC and National LULAC Civil Rights Commissions. Mr. Archuleta is well known in Northern and Southern New Mexico. He has been a community leader and organizer for many years and dedicated to civil rights.
Oscar Vasquez Butler	Founding Council Member	Mr. Vazquez-Butler is a Doña Ana County Commissioner. He has a BA and an MA from USC in Urban Planning and Development. He was president of the Association of County Commissioners for the State of New Mexico. Mr. Vazquez-Butler is a dedicated and staunch advocate for the Colonias, water rights, and border health commissions. He is also a member of NALEO (National Association of Latino Elected Officials).
Paul "Pablo" A. Martinez	Founding Council Member	Mr. Martinez has served in various capacities in the advocacy organization, League of Latin American Citizens, including as its district director in Orange County, California and state director in New Mexico. In his professional career, Mr. Martinez has served as a superintendent in the New Mexico Juvenile Justice System. He has also served as a unit manager in the New Mexico Corrections Department. Mr. Martinez holds the following degrees and certifications: AA, Police Science, Fullerton College; BA, Political Science, California State University Fullerton; Attended Law School at Western State University College of Law; University of New Mexico Law- Paralegal Certification; New Mexico

**New Mexico Public Education Department
Options for Parents, Charter Schools Division
NOTICE OF INTENT TO SUBMIT CHARTER APPLICATION, 2014**

		Corrections Department Academy; New Mexico Department of Public Safety Investigations Training; Federal Bureau of Investigation Hostage Negotiation Training; Los Angeles County Sheriff's Academy; Attended Courses in Comparative Law, Universidad Nacional Autónoma de México, Mexico City
Lawrence A. Tafoya	Founding Council Member	Mr. Tafoya has served as an administrator and a deputy superintendent in the New Mexico Corrections Children, Youth, and Families Department. For two years, he served in the New Mexico Boys School. He has also served as a warden in a New Mexico Adult Correctional Facility. In addition, Mr. Tafoya has the following degrees and certificates: New Mexico Corrections Academy; New Mexico Law Enforcement Academy / Advanced Certification; B.A., University of New Mexico; National Institute of Corrections; ACA Accreditation; Quality Assurance
Enrique F. Vigil	Founding Council Member	Mr. Vigil currently works with the United States Marshals Service. He works on the Marshal's Organized Crime Drug Enforcement Task Force as its senior criminal investigator. Mr. Vigil has also served as an education specialist in the United States Penitentiary in Lompoc, California. He holds a degree in Political Science from New Mexico State University and has received training from the United States Marshals, the Federal Law Enforcement Training Center, and the Federal Bureau of Prisons in Correctional Techniques. Mr. Vigil has also served as a council member on the Hispanic & Mexican Obama Advisory Council.

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

The focus of NMCCRA will on students' college and career readiness. NMCCRA will use innovative web-based curriculum, dynamic teaching tools, highly qualified certified teachers, and powerful technology to deliver self-paced, individual instruction both synchronously and asynchronously to K-12 students. Every student is assigned a highly qualified licensed teacher to assist and guide her/him in achieving mastery of learning objectives according to individual student's needs and learning styles, as outlined in their Individualized Learning Plan (ILP), a document developed together by the teacher, student, and parents. Instructional time will occur both during weekly synchronous sessions where the student and the teacher are online together and asynchronous sessions when the student is working more independently off-line or on-line. Students will study from home or other locations of their choosing where they can access the Internet as needed to access web-based curriculum, participate in direct instruction, teacher conferences and office hours, etc. In the Academy's hybrid distance learning program, students in grades K through 12, will receive the course content, instruction, assignments and supplemental materials (1) in sessions in the Learning Center; (2) online (web-based lessons); and (3) through hands-on materials kits, including related books (textbooks, workbooks, reference books, and anthologies), DVDs, maps, and other hands-on activity materials (science experiments, art supplies, math manipulatives, etc.). Instruction in both the distance learning setting and the Learning Center will be provided by New Mexico licensed teachers who work in conjunction with mentors (usually parents or guardians, but can be any caring adult that the parent or guardian selects) to ensure student success.

A key part of the NMCCRA education program is the Individualized Learning Plan (ILP). An ILP is designed for each student (K-12) to ensure a customized program that fits each student's unique strengths, weaknesses, learning styles and aptitudes. Our students will have the flexibility to work on a truly individualized schedule with an Individualized Learning Plan combined with the responsibility to follow through with the plan. The goals of all the ILPs are the same: review current student progress, set goals and a plan to reach those goals, and include teachers, parents, students, advisors and counselors (for high school students) in their formation and review. The ILP

**New Mexico Public Education Department
Options for Parents, Charter Schools Division
NOTICE OF INTENT TO SUBMIT CHARTER APPLICATION, 2014**

developed for each high school student expands beyond academic objectives to include post-secondary goals for college and/or a career.

NMCCRA will provide a Career Pathways program designed to achieve high academic performance that meets the rigorous New Mexico Content Standards and the New Mexico Common Core State Standards as well as prepares all NMCCRA students for college, career, and citizenship by providing them with the vision, motivation, and the practical and technical skills they need in a rapidly changing workplace and society. Each pathway is designed to accommodate a student's specific career interests and capabilities, provide an individualized academic experience, and transition a student smoothly into a career or a postsecondary education. NMCCRA students who choose to be a part of the Career Pathways program benefit from a comprehensive system of education that enables both academic and applied learning based on individualized learning plans, exploratory, foundational and advanced level Career Pathways courses, concurrent enrollment and dual credit options, internships and mentorships, community, post-secondary, enterprise and organizational partnerships, ultimately resulting in college and career readiness and the highest achievement standards.

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.

NMCCRA governing council powers and duties will be consistent with those set forth in the Public School Code and, specifically, the New Mexico Charter Schools Act, NMSA 1978 22-8B-1 et seq. as amended including contracting with a third party for the provision of education related services or other services that the charter school is required to perform in order to carry out the educational program described in its charter.

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.

This charter proposal is not a replication.

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

The mission of the NMCCRA is to provide a 21st century individualized public education to students from kindergarten through twelfth grade using innovative and engaging technology, research-based curriculum, and instructional methods. NMCCRA will develop each student's full potential while improving student learning outcomes as evidenced by student academic proficiency, student academic growth, secondary and post-secondary readiness, and the demonstration of 21st century skills such as critical thinking, problem solving, and self-direction. NMCCRA graduates will be prepared to meet the challenges and demands of post secondary education and the work force as future entrepreneurs and leaders. In cooperation with the community and its businesses, the Academy also seeks to develop life and career skills in its students: leadership, a work ethic and ethics, accountability and productivity, initiative and self-direction, and social and personal responsibility. The Academy will blend traditional learning in a "brick and mortar" Learning Center with distance learning to connect students, parents, and teachers in a 21st century learning community focused on results.

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.

As a public charter school, the NMCCRA will be open to any New Mexico student, although the Academy expects to primarily attract students within commuting distance of the school's Learning Center (in the greater Las Cruces area).

**New Mexico Public Education Department
Options for Parents, Charter Schools Division
NOTICE OF INTENT TO SUBMIT CHARTER APPLICATION, 2014**

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

The demographics of NMCCRA students include special student populations such as gifted and talented students, students attending low-performing schools, those who are struggling academically, those having special needs, and those students in need of a quality educational option.

- 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.

As stated above, NMCCRA expects to primarily attract students within commuting distance of the school's Learning Center (in the greater Las Cruces area). The common denominator among parents who will choose NMCCRA for their children and the staff selected to work at the school will be a shared belief that not all children learn the same way and that individual students and families should have access to an array of high quality public education options. NMCCRA will be recognized as an education choice that is student-centered by providing each student with individualized instruction and matching teaching methods to individual learning styles to improve student performance.

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).

The Academy is intended to address the real education needs of both the Las Cruces community as well as more broadly meeting the real education needs of students across the state of New Mexico. Across the country, more students are taking online and blended courses than ever before. Keeping Pace, a report published for the past ten years, in part sponsored by iNACOL (International Association for K-12 Online Learning), and recognized for its timely online education policy information, estimates 310,000 students attended fully online schools in SY2012-2013. Keeping Pace recognizes 31 states including Washington DC with at least one fully online statewide school. The report goes state by state across the country reporting on the "state" of online learning in each one. About New Mexico, Keeping Pace reported that in 2013, only 0.16% of the state's K-12 population were enrolled in multi-district fully online schools. The report cites long waiting lists for existing full time virtual K-12 programs caused by caps on enrollment as well as limitations on enrollment of grades K-5 students due to enrollment restrictions. One curriculum provider we have spoken with has received over 6,000 inquiries from families seeking information about a full-time, online, public school in New Mexico. Clearly, many of these are just inquiries, but the size of interest shows that our initial enrollment projections are based on substantive demand.

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.).

NMCCR will provide all of the benefits that virtual learning has to offer: parental involvement, flexible learning schedules and styles, instantaneous data collection and intervention, one-on-one teacher and pupil interaction, Individual Learning Plans, student-to-student interaction that doesn't recognize geographic distance, and so on. NMCCR will be a school, a community, not simply a series of virtual courses. The academic philosophy of the charter school will be based on using innovations in technology to create and harness the power of Individualized Learning Plans.

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.

The technology integral to our learning management system and curriculum will enable NMCCRA to provide students and teachers with the 1:1 instruction, customization, oversight, and accountability they need. Assessment and accountability will be an integral part of the learning program including benchmark assessments at the beginning of the year; individual learning plans for each student; regular diagnostic

**New Mexico Public Education Department
Options for Parents, Charter Schools Division
NOTICE OF INTENT TO SUBMIT CHARTER APPLICATION, 2014**

performance assessments throughout the school year to measure growth; ongoing lesson, unit, and semester assessments to demonstrate mastery of the learning objectives in the curriculum; and New Mexico Statewide Assessment Program (NMSAP) tests to demonstrate that Academy students are meeting and exceeding the state learning standards. In 2010, the U.S. Department of Education released Evaluation of Evidence-Based Practices in Online Learning A Meta-Analysis and Review of Online Learning Studies, the largest study of online learning to date. While online learning is relatively new in K–12 public education, the report notes two important findings (while also encouraging the creation of new models to study): (1) Students who took all or part of their class online performed better, on average, than those taking the same course through traditional face-to-face instruction. (2) The effectiveness of online learning approaches appears quite broad across different content and learner types. NMCCRA understands that students do not learn at the same rate or in the same manner. Therefore, this program will offer families flexibility in scheduling and instructional strategies while providing a dynamic yet traditional curriculum that teaches children to be critical thinkers in a fast-changing global community. Teachers will work with students to ensure that they master the Standards and are adequately prepared for all state tests. In grades 9-12, NMCCRA will offer multiple curricular programs composed of Core, Comprehensive, Honors, and, where applicable, Advanced Placement (AP) courses recommended for each year, designed to equip students with the knowledge and skills needed to achieve success after high school in whatever career or academic path is chosen. Students can easily move between programs if their goals and educational needs change. Flexibility within the programs allows students to select courses beyond core courses. A large variety of electives and world languages are available to all students. NMCCRA students who choose to be a part of the Career Pathways program benefit from a comprehensive system of education that enables both academic and applied learning based on individualized learning plans, exploratory, foundational and advanced level Career Pathways courses, concurrent enrollment and dual credit options, internships and mentorships, community, post-secondary, enterprise and organizational partnerships, ultimately resulting in college and career readiness and the highest achievement standards.

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]