

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: KellyCallahan2@state.nm.us	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.

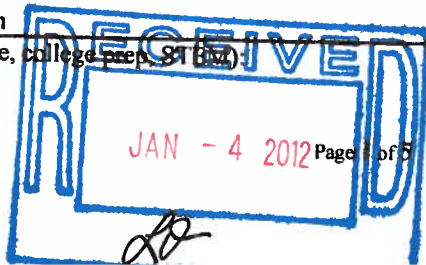
1. General Information:

Name of Proposed School:	Rio Abajo Charter School	
Primary Contact Person	Lou Rena Cash	
Mailing Address:	15 Hob Road	
City: Los Lunas	State: NM	Zip: 87031
Phone: 505.270.0148	Email: rena_cash@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
Lou Rena Cash	Principal - <i>President</i>	NACA - <i>Dean of Students</i>	MA Education Administration; NM Licenses: Pk-12 Special Education 7-12 General Education w/Psychology endorsement K-12 Administrative Licensed trainer in Restorative Practices
Pamela Silva	Special Education <i>Co-founder</i>	NACA - SE	Pk-12 Special Education K-8 General Education w/endorsements: science, health, reading
Kelley Peters	Curriculum & Instruction <i>Co-founder</i>	CNM, RRPS <i>Behavior Consultant Professor</i>	Ph.D. Special Education Board Certified Behavior Analyst NM Licenses: K-12 Special Education 7-12 Science Administration

3. Model or focus of the proposed school (e.g. performing arts, dual language, college prep, ST (B&A))



Model

Grades seven (7) through nine (9) progressing with grades 10 through 12 as follows: grades (7) through (9) academic year 2013-2014, grades (7) through (10) academic year 2014-2015, grades (7) through (11) academic year 2014-2015 and grades (7) through (12) academic year 2015-2016, with an instructional program that integrates the social emotional (health/mental health) components with an integrated instructional program supported through connection between the school, parents/guardians, family and community. High school and college preparation for students identified at-risk who have experienced school failure such as failing grades, continuous low proficiency scores on SBA, habitual truancy, behavior problems, etc.

Problem Statement

In the United States, nearly 6 million young people do not have diplomas, jobs or prospects (www.cybercollege.com). The high schools that currently provide instructional programming for the identified population have not met SBA proficiency for 8th and 11th grades for reading and math for the last three years, inclusive of high truancy rates for middle and high schools and low high school completion rates over the last three years.

Theory of Change

It is the belief of the organizers that improved academic confidence and competence are generated through implementation of restorative practices, coordination of school based and community supports, and the creation of an environment built on trust, acceptance of others backgrounds, experiences, and viewpoints, and respecting one's feelings and survival needs. These beliefs supported through research-based practices will bring about the badly needed changes to meet the needs of our identified at-risk youth at the proposed Rio Abajo Charter School.

Rio Abajo Charter Logic Model

Resources	Activities	Outputs	Outcomes	Goal
Extended School Day and Year Round School; Staff/ community professional development; High quality teaching staff; Collaboration with community supports (juvenile justice, CYFD, health/mental health, etc.)	Thorough and complete baseline, formative, and summative assessments; Individualized programs of study; Mentoring and coaching; Restorative practices; Effective use of technology	Increased percentages of students scoring proficient/advanced on NM SBA and the High School Graduation Exit Exam; Increased attendance rates	Academic Proficiency	Better preparation for post-secondary education and/or employment
Dedicated student support services to include behavior management specialist, social workers and counselors; Vocational counselor; Reading specialist, etc. provided, as necessary, through collaboration with community partners.	Family linkages; job shadowing and work study experiences; student academic plans allowing for six (6) year graduation model supporting academic achievement and real life learning.	Increased social emotional skills; enhancing intrinsic meaning; enhancing school, parent/guardian, family, community connection and engagement.	Graduate w/ HS Diploma and 2 year Certificate	Increased school attendance, increased academic proficiency and ultimately graduation rates

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: .

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

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.

This is not a replication.

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

Mission: Our mission is to create an environment that is built on respect and community to help disenfranchised youth in our communities develop the knowledge, skills, character and habits (social/emotional maturation) necessary to be

successful in high school, college, and the competitive world beyond.

Vision: Our vision is to help students develop the knowledge, skills, character, and habits necessary to achieve their dreams, gain lifetime employment, earnings, and individual success.

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 student body to be served includes middle and high school students, grades 7 – 9 (with progression of grades 10 through 12 as detailed in #3) identified as at risk for school failure. It is the intent of Rio Abajo Charter to provide individualized, targeted instruction to remediate academic deficits and prepare students for high school retention and success within an integrated instructional framework. Risk factors associated with poor academic performance and school failure at traditional K-12 public schools include but are not limited to the presence of families of low socioeconomic status, parents who did not complete high school, and primary home languages other than English.

These students are most likely being educated at one of the Albuquerque Public Schools [APS] south or north valley middle schools (e.g., Harrison, Polk, Ernie Pyle, Jimmy Carter, John Adams, Truman, Garfield) or high schools ((e.g., Rio Grande, West Mesa, Valley) but could also be from another of the APS middle or high schools with high numbers of at risk students (e.g., Wilson MS, Van Buren MS, Highland HS, Albuquerque HS).

The proposed charter school would more intentionally and purposefully provide the kinds of individualized academic remediation (i.e., differentiated instruction) and community supports (i.e., mentoring, health/mental health) necessary to keep students engaged in the school and larger community; thereby preparing our students for high school, college and life success.

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.

Truancy Data:

For the 2009-2010 school year, the percentages of habitual truants in APS reported at each grade level were:
- 8.5% for elementary schools, 14.1% for middle schools, and 29.2% for high schools.

SBA Data:

As a district, APS Standards-based Assessment results for 2010-2011 indicate that the subgroups for African-Americans, Hispanics, American Indians, Students with Disabilities, English Language Learners, and Economically Disadvantaged did not meet proficiency goals in math or reading. The percentages of students at the middle and high schools identified in #8 not meeting proficiency goals are typically well below the district averages for those subgroups. No middle or high school within the targeted communities attained proficiency in math or reading.

Graduation Rates:

The district-wide graduation rate is 65.10%. The rates for the targeted attendance area high schools for which data are available range from 55% (RGHS, WMHS) to 65.7% (VHS).

NM 2009 YRRS MS and HS Data – Bernalillo County

Of the 8,168 high school students in grades 9 – 12 that responded to the 2009 YRRS survey it was reported, “Caring and Supportive Relationships With a Teacher or Other Adult in the School, was 44.7%.

Of the 13,052 middle school students in grades 6 – 8 that responded to the 2009 YRRS survey it was reported, “Caring and Supportive Relationships With a Teacher or Other Adult in the School, was 25.4%.

These estimates indicate that resiliency factors and related traits include caring and supportive relationships, which are critical for student success in school, are not being addressed in our public schools.

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.)

- Identify and maintain high expectations of all staff in theory and practice for connectedness and engagement of

- parent/guardian, family, community and school.
- Invest in teaching quality: all teachers will be dual-licensed teachers with (or working toward) ESL and/or Special Education endorsements; multi-subject endorsements; hold teachers to observable standards and criteria, provide on-going professional staff development, mentoring and coaching for all staff, and dismiss ineffective teachers
- Give students individual attention: loop teachers with the same students for more than one year, small class sizes in key subject areas (math, language arts), use data to track individual student progress and create individualized support plans, provide social and emotional services for students through outside partnerships or services housed at the school, develop hybrid learning experiences to maximize use of technology and software with small groups working intensively with teachers
- Maximize the use of time: organize the school day into longer blocks for in-depth instruction and learning to be taught daily; build flex periods for reteaching, enrichment, tutoring, or small group work, integrate reading, writing, and math skills into all curriculum areas; stagger staff schedules to provide maximum coverage in consideration of student's learning styles
- Give students voice and ownership by having students involved in program design, implementation, and evaluation, in collaboration with parents/guardians and community

This would be a year round school. The school day would run from 8:00-5:00, inclusive of academic tutoring. Students will have more time in the classroom to acquire academic knowledge and skills that will prepare them for competitive high schools and colleges and provide opportunity to engage in diverse extra-curricular activities. Monday through Thursday would focus on academics and Fridays would be a day spent in experiential/service learning. Partnerships would be developed with local juvenile probation offices, Children, Youth, and Families Department (CYFD), and other organizations such as Youth Development Incorporated (YDI). The school will develop a Student Support Services as part of the school design to facilitate student and family support as well as vocational counseling to facilitate transition from ninth grade to tenth grade concurrent enrollment and partnerships with businesses and trade industry unions.

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.

We plan to improve student achievement and exceed the academic performance of existing public schools through the following: 1. School wide implementation of restorative practices, high expectations with high support through the use of circles which allows for relationship building and equal voice, thereby creating a true partnership between staff, students, families, and community partners. This will facilitate increased student engagement and academic achievement. 2. Providing professional development of all staff up front, for example, restorative practices, and ensuring the school has on staff a certified reading specialist. 3. All students will be continuously evaluated in the areas of math, reading, and written language. The data will allow us to implement (and revise as necessary) an intensive and extended academic instructional program designed to meet the student's academic, social and emotional needs and thereby enhance their individual skills. All instruction will be based on English Language Development meeting the needs of all students. 4. Social and emotional support for students not only in the areas of social maturation but also with the risk factors that are often the cause of truancy in order to build individual student resiliency. On site support will be provided as well as outside referrals through Core Service Agencies enhancing our systems of care which focuses on the whole child.

Signature of founder(s)

Lourena Cash

Lourena Cash
[print name]

Date: 1-3-12

[print name]

Kelley Peters

Kelley Peters

Date: _____

Date: 1-3-2012



FedEx Office

FedEx Kinko's is now FedEx Office

Fax Cover Sheet

Date 1-4-12

Number of pages 5 (including cover page)

To:

From:

Name Karen Ehlert

Name Lourena Cash

Company NMPED Charter School Ofc

Company _____

Telephone 827-1237

Telephone 505.270.0148

Fax 505.827.6725

Comments Please find attached completed Letter of Intent w/all signatures. Original LOI @ our Chapel delivered 1-4-12 AM. Please notify of receipt.



7 90363 00711 1

Fax - Local Send



7 90363 00714 2

Fax - Domestic Send



7 90363 00720 3

Fax - International Send

fedex.com 1800 GoFedEx 1800 463.3339

© 2009 FedEx. All rights reserved. Products, services and hours vary by location. 010.0P00.009 SEP.09

22705

A signature was missing from the original copy which was hand-delivered on Jan. 4, 2012. Kelly Callahan authorized this faxed copy that includes the missing signature.

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.

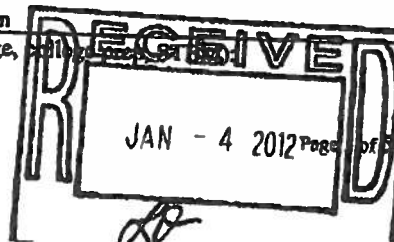
1. General Information:

Name of Proposed School:	Rio Abajo Charter School	
Primary Contact Person	Lou Rena Cash	
Mailing Address:	15 Hob Road	
City: Los Lunas	State: NM	Zip: 87031
Phone: 505.270.0148	Email: rena_cash@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
Lou Rena Cash	Principal - President	NACA - Chair of Students	MA Education Administration; NM Licenses: Pk-12 Special Education 7-12 General Education w/Psychology endorsement K-12 Administrative Licensed trainer in Restorative Practices
Pamela Silva	Special Education Co-founder	NACA - SE	Pk-12 Special Education K-8 General Education w/endorsements: science, health, reading
Kelley Peters	Curriculum & Instruction Co-founder	CNM, RRPS Behavior Consultant Professor	Ph.D. Special Education Board Certified Behavior Analyst NM Licenses: K-12 Special Education 7-12 Science Administration

3. Model or focus of the proposed school (e.g. performing arts, dual language, etc.)



Model

Grades seven (7) through nine (9) progressing with grades 10 through 12 as follows: grades (7) through (9) academic year 2013-2014, grades (7) through (10) academic year 2014-2015, grades (7) through (11) academic year 2014-2015 and grades (7) through (12) academic year 2015-2016, with an instructional program that integrates the social emotional (health/mental health) components with an integrated instructional program supported through connection between the school, parents/guardians, family and community. High school and college preparation for students identified at-risk who have experienced school failure such as failing grades, continuous low proficiency scores on SBA, habitual truancy, behavior problems, etc.

Problem Statement

In the United States, nearly 6 million young people do not have diplomas, jobs or prospects (www.cybercollege.com). The high schools that currently provide instructional programming for the identified population have not met SBA proficiency for 8th and 11th grades for reading and math for the last three years, inclusive of high truancy rates for middle and high schools and low high school completion rates over the last three years.

Theory of Change

It is the belief of the organizers that improved academic confidence and competence are generated through implementation of restorative practices, coordination of school based and community supports, and the creation of an environment built on trust, acceptance of others backgrounds, experiences, and viewpoints, and respecting one's feelings and survival needs. These beliefs supported through research-based practices will bring about the badly needed changes to meet the needs of our identified at-risk youth at the proposed Rio Abajo Charter School.

Rio Abajo Charter Logic Model

Resources	Activities	Outputs	Outcomes	Goal
Extended School Day and Year Round School; Staff/ community professional development; High quality teaching staff; Collaboration with community supports (juvenile justice, CYFD, health/mental health, etc.)	Thorough and complete baseline, formative, and summative assessments; Individualized programs of study; Mentoring and coaching; Restorative practices; Effective use of technology	Increased percentages of students scoring proficient/advanced on NM SBA and the High School Graduation Exit Exam; Increased attendance rates	Academic Proficiency	Better preparation for post-secondary education and/or employment
Dedicated student support services to include behavior management specialist, social workers and counselors; Vocational counselor; Reading specialist, etc. provided, as necessary, through collaboration with community partners.	Family linkages; job shadowing and work study experiences; student academic plans allowing for six (6) year graduation model supporting academic achievement and real life learning.	Increased social emotional skills; enhancing intrinsic meaning; enhancing school, parent/guardian, family, community connection and engagement.	Graduate w/ HS Diploma and 2 year Certificate	Increased school attendance, increased academic proficiency and ultimately graduation rates

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: .

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

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.

This is not a replication.

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

Mission: Our mission is to create an environment that is built on respect and community to help disenfranchised youth in our communities develop the knowledge, skills, character and habits (social/emotional maturation) necessary to be

successful in high school, college, and the competitive world beyond.

Vision: Our vision is to help students develop the knowledge, skills, character, and habits necessary to achieve their dreams, gain lifetime employment, earnings, and individual success.

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 student body to be served includes middle and high school students, grades 7 – 9 (with progression of grades 10 through 12 as detailed in #3) identified as at risk for school failure. It is the intent of Rio Abajo Charter to provide individualized, targeted instruction to remediate academic deficits and prepare students for high school retention and success within an integrated instructional framework. Risk factors associated with poor academic performance and school failure at traditional K-12 public schools include but are not limited to the presence of families of low socioeconomic status, parents who did not complete high school, and primary home languages other than English.

These students are most likely being educated at one of the Albuquerque Public Schools [APS] south or north valley middle schools (e.g., Harrison, Polk, Ernie Pyle, Jimmy Carter, John Adams, Truman, Garfield) or high schools ((e.g., Rio Grande, West Mesa, Valley) but could also be from another of the APS middle or high schools with high numbers of at risk students (e.g., Wilson MS, Van Buren MS, Highland HS, Albuquerque HS).

The proposed charter school would more intentionally and purposefully provide the kinds of individualized academic remediation (i.e., differentiated instruction) and community supports (i.e., mentoring, health/mental health) necessary to keep students engaged in the school and larger community; thereby preparing our students for high school, college and life success.

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.

Truancy Data:

For the 2009-2010 school year, the percentages of habitual truants in APS reported at each grade level were;
- 8.5% for elementary schools, 14.1% for middle schools, and 29.2% for high schools.

SBA Data:

As a district, APS Standards-based Assessment results for 2010-2011 indicate that the subgroups for African-Americans, Hispanics, American Indians, Students with Disabilities, English Language Learners, and Economically Disadvantaged did not meet proficiency goals in math or reading. The percentages of students at the middle and high schools identified in #8 not meeting proficiency goals are typically well below the district averages for those subgroups. No middle or high school within the targeted communities attained proficiency in math or reading.

Graduation Rates:

The district-wide graduation rate is 65.10%. The rates for the targeted attendance area high schools for which data are available range from 55% (RGHS, WMHS) to 65.7% (VHS).

NM 2009 YRRS MS and HS Data – Bernalillo County

Of the 8,168 high school students in grades 9 – 12 that responded to the 2009 YRRS survey it was reported, "Caring and Supportive Relationships With a Teacher or Other Adult in the School, was 44.7%.

Of the 13,052 middle school students in grades 6 – 8 that responded to the 2009 YRRS survey it was reported, "Caring and Supportive Relationships With a Teacher or Other Adult in the School, was 25.4%.

These estimates indicate that resiliency factors and related traits include caring and supportive relationships, which are critical for student success in school, are not being addressed in our public schools.

10. Key innovative, unique and/or programmatic features the school and mission (non-traditional school year, longer school day, partner organizations, etc.)

- Identify and maintain high expectations of all staff in theory and practice

- parent/guardian, family, community and school.
 - Invest in teaching quality: all teachers will be dual-licensed teachers with (or working toward) ESL and/or Special Education endorsements; multi-subject endorsements; hold teachers to observable standards and criteria, provide on-going professional staff development, mentoring and coaching for all staff, and dismiss ineffective teachers
 - Give students individual attention: loop teachers with the same students for more than one year, small class sizes in key subject areas (math, language arts), use data to track individual student progress and create individualized support plans, provide social and emotional services for students through outside partnerships or services housed at the school, develop hybrid learning experiences to maximize use of technology and software with small groups working intensively with teachers
 - Maximize the use of time: organize the school day into longer blocks for in-depth instruction and learning to be taught daily; build flex periods for reteaching, enrichment, tutoring, or small group work, integrate reading, writing, and math skills into all curriculum areas; stagger staff schedules to provide maximum coverage in consideration of student's learning styles
 - Give students voice and ownership by having students involved in program design, implementation, and evaluation, in collaboration with parents/guardians and community
- This would be a year round school. The school day would run from 8:00-5:00, inclusive of academic tutoring. Students will have more time in the classroom to acquire academic knowledge and skills that will prepare them for competitive high schools and colleges and provide opportunity to engage in diverse extra-curricular activities. Monday through Thursday would focus on academics and Fridays would be a day spent in experiential/service learning. Partnerships would be developed with local juvenile probation offices, Children, Youth, and Families Department (CYFD), and other organizations such as Youth Development Incorporated (YDI). The school will develop a Student Support Services as part of the school design to facilitate student and family support as well as vocational counseling to facilitate transition from ninth grade to tenth grade concurrent enrollment and partnerships with businesses and trade industry unions.

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.

We plan to improve student achievement and exceed the academic performance of existing public schools through the following: 1. School wide implementation of restorative practices, high expectations with high support through the use of circles which allows for relationship building and equal voice, thereby creating a true partnership between staff, students, families, and community partners. This will facilitate increased student engagement and academic achievement. 2. Providing professional development of all staff up front, for example, restorative practices, and ensuring the school has on staff a certified reading specialist. 3. All students will be continuously evaluated in the areas of math, reading, and written language. The data will allow us to implement (and revise as necessary) an intensive and extended academic instructional program designed to meet the student's academic, social and emotional needs and thereby enhance their individual skills. All instruction will be based on English Language Development meeting the needs of all students. 4. Social and emotional support for students not only in the areas of social maturation but also with the risk factors that are often the cause of truancy in order to build individual student resiliency. On site support will be provided as well as outside referrals through Core Service Agencies enhancing our systems of care which focuses on the whole child.

Signature of founder:

Lourena Cash

Date: 1-3-12

Lourena Cash
[print name]

Samela Silva

Date: 1-3-12

Pamela Silva
[print name]

Dellay Peters

Date: 1-3-12

Dellay Peters