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Options for Parents

STATE OF NEW MEXICO PUBLIC
EDUCATION DEPARTMENT
300 DON GASPAR
SANTA FE, NEW MEXICO 87501-2786
Telephone (505) 827-5800
www.ped.state.nm.us

HANNA SKANDERA
SECRETARY OF EDUCATION

SUSANA MARTINEZ
Governor

**OPTION FOR PARENTS
CHARTER SCHOOLS DIVISION**

NOTICE OF INTENT TO SUBMIT CHARTER APPLICATION



**New Mexico Public Education Department
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1. General Information

- Name of Proposed School

Tewa Leadership Academy

- Grade levels to be offered and enrollment projections

Grade Levels to be Offered	Projected Total Enrollment
K – 8	150

- Primary Point of Contact

Name	Michael Dabrico			
Mailing Address	1900 Cabo Way NE Apt 2504			
City	Rio Rancho	State	NM	Zip 87124
Phone	207-651-7386			
Email	dabrico@gmail.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
Michael Dabrico	Member	BA Journalism, University of Maine; M.A. Education Policy and Management, Harvard University; NACA Inspired Schools Network Leadership Fellow; Former 8 th Grade Teacher; Community Organizer
Jeremy Oyenque	Member	BA Psychology, University of New Mexico; Kellogg Fellow; Director of Youth and Learning for Santa Clara Pueblo

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

The Tewa Leadership Academy will be a place-based elementary and middle school committed to Indigenous education, language and culture. Tewa Leadership Academy will focus on developing student identity through Culturally Responsive Teaching, holistic health and wellness, and an overarching pedagogy rooted in the traditional customs of the Northern Pueblos of New Mexico.

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.

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.

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

Mission: To provide a rigorous, high quality K-8 learning environment that establishes a foundation for culturally conscious, holistically healthy, and socially confident students and prepares them for secondary and post-secondary success in order to become leaders ready for the individual and community challenges of the 21st Century.

Vision: To develop holistically balanced community leaders who are have a greater understanding of their cultural identity and traditions, and are fully prepared academically to choose life and career paths to improve their community.

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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.
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Espanola is geographically located in the center of several of the Northern Pueblos of New Mexico. The Santa Clara, San Ildefonso, Pojoaque, Nambe, Ohkay Owingeh and Tesque Pueblos are all within 20 miles of the city. Additionally, New Mexico's capital, Santa Fe, and the laboratories of Los Alamos are both within 25 miles South and Southwest of Espanola, respectively.

2010 US Census data showed the population of the city of Espanola is approximately 10,224, with 31 percent of households having school aged children and 15 percent of the total population between the ages of 5 and 14. The surrounding pueblos are home to more than 5,000 residents and more than 700 children ages 5-14.

Nearly 28 percent of residents in Espanola live below the poverty line, and the city was recently named the most dangerous city in New Mexico by the Federal Bureau of Investigation, who cited that residents had a 1 in 9 chance of being a victim of a crime.

- Describe the targeted student population including key demographic data (academic performance, home languages, ELL, and special education populations).
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The Espanola School District serves 4,416 students in 15 schools (National Center for Education Statistics). Approximately 16 percent of students in the district are ELL, and nearly 12 percent have IEPs. 70.4 percent of students are FRPL eligible. According to the NMPED District Accountability Report, Espanola Public Schools was listed as in Corrective Action 2 Designation (2011-2012). The district did not meet its proficiency goals for any demographic in Math, while only Caucasian students met their proficiency goal in reading. In SY 2011-2012, the district's graduation rate was 54.36 percent.

District-wide, only 27.42 percent of economically disadvantaged students and 11.17 percent of students with disabilities were found to be proficient in math in SY 2011-2012. Additionally, only 42.3 percent and 14.56 percent of economically disadvantaged and students with disabilities, respectively, were proficient in reading during the same time frame.

According to NMPED data, Espanola Public Schools served 2,522 Native students in SY 2013-2014, of which only 32.3 percent tested proficient or advanced in reading, 30.5 percent in math, and 55.6 percent in science.

- 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.
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Students in the Espanola School District have the following Elementary school options (SCHOOL: SCHOOL GRADE):

ABIQUIU ELEMENTARY: B
ALCALDE ELEMENTARY: A
CARINOS DE LOS NINOS: D
CARLOS F. VIGIL MIDDLE: D
CHIMAYO ELEMENTARY: D
DIXON ELEMENTARY: B
ESPANOLA VALLEY HIGH: C
EUTIMIO SALAZAR ELEMENTARY: B
HERNANDEZ ELEMENTARY: B
JAMES RODRIGUEZ ELEMENTARY: B
LOS NINOS ELEMENTARY: C
MOUNTAIN VIEW ELEMENTARY: F
SAN JUAN ELEMENTARY: B
TONY QUINTANA ELEMENTARY: D

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VELARDE ELEMENTARY: D

The Bureau of Indian Education (BIE) also operates schools in Santa Clara, Ohkay Owingeh, San Ildefonso, and Tesuque. Their proficient or advanced percentages in math and reading for SY 2012-2013 are below:

Santa Clara Day School:

50.75 percent in reading and 35.8 percent in math

San Ildefonso Day School:

42.11 percent in reading and 31.58 percent in math

Ohkay Owingeh Community School:

32.43 percent in reading and 21.62 percent in math

Te Tsu Geh Oweenge Day School:

No Data Available

Currently, students living in Espanola and the surrounding Pueblos are limited in their access to high quality schools that are meeting their needs, especially Native and low-income students. The only school in the district to receive an A rating, Alcalde Elementary, received a D rating for Student Growth of Lowest Performing Students and did not have any Native students attending. BIE schools' proficiency rates are typically below 50 percent for math and reading in most schools.

The community is dissatisfied with the academic opportunity for its children. The Santa Clara Pueblo has recognized the need for change in education, and their Tribal Council passed a resolution in September 2014 to look into options for improving education in the Pueblo. Public Meetings have shown a desire to include Native language and culture, including a focus on music and the arts, as well as a rigorous curriculum that builds student skills to solve the issues facing the community in the 21st Century.

Khapo Academy will be able to meet these community needs. By creating a school grounded in a community vision and values, a culturally relevant, academically rigorous education will be provided for Native students in Espanola.

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).

Khapo Academy will provide a balance of rigorous, high quality curriculum with holistic wellness and language and culture to meet needs of students.

The planning team has compiled previous community studies from the Santa Clara Pueblo, including a 2007 Community Health Survey that outlined several next steps for community development. Included in this was an analysis of the community's language use among community members. The study found that the use of Tewa, the language of Santa Clara and many of the Pueblos surrounding Espanola, among people under the age of 50 was rapidly decaying. The study showed only eight percent of school aged children were fluent in the language, compared to the 39 percent of adults who are fluent. Conversations with other Tewa speaking communities showed similar, if not a more advanced, decline in language use. A project completed for the tribe through the Harvard University Native American Program in 2014 outlined the need for language and culture to be a focal of any educational curriculum in order to curb any further language loss in the community. These needs have not been met by the local BIE schools, and no robust programs are currently offered by local public or charter schools.

The Community Health Survey also outlined the community's desire for holistic health and wellness education for its youth. The survey identified substance abuse, domestic violence, and lack of social services as the largest concerns for community members. Additionally, respondents identified an increase in recreational opportunities for youth was needed to combat the growing rate of obesity and diabetes.

The planning team has held two community meetings, attended Tribal Council meetings, Parent Action Committee Meetings, held 2 Focus Groups and conducted over 50 one on one meetings discussing visions for education in the

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community. Parents, local business owners, school staff, and other local community members have voiced their desire for a more effective, culturally responsive education plan for their community.

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.).

Khapo Academy will be an academically rigorous community school focused on core curriculum, Native language and culture, as well as holistic wellness. Using the information gathered through the community input process, Khapo Academy will provide programs that the community and parents need. Using Common Core Standards and cultural standards developed by the planning committee, Khapo Academy will provide an educational environment unlike anything offered by Espanola Public Schools or the Bureau of Indian Education.

Language will be an important foundation of the school day, with a developed curriculum assisting students in advancing from Kindergarten through sixth grade with the skills necessary to become fluent speakers in their Native language.

Art and music are cultural foundations in Pueblo culture. The curriculum at Khapo Academy will integrate these elements into daily educational opportunities for students. Other culturally relevant traditions, including agriculture, will also be aligned with traditional subjects (Math, Reading, Science, History) to provide students with an interactive opportunity to apply concepts learned in the classroom while respecting Native traditions.

Khapo Academy will work with the Santa Clara Pueblo's Department of Youth and Learning (DYL) to provide physical education and health classes, as well as after school opportunities such as basketball, cross country, snowboarding, white water rafting, and rock climbing. The DYL will also provide domestic violence prevention education and other social services to parents and students.

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.

Khapo Academy will give students access to rigorous and holistic educational programs that current Espanola Public Schools and the Bureau of Indian Education do not provide. Primarily, the school will be committed to community and parent engagement. In an analysis of 51 studies, Karen Mapp and Anne Henderson found "a positive and convincing relationship between family involvement and the benefits for students, including improved academic achievement" (Henderson 2007). From the overarching mission and vision to curriculum design, parent and community voice will be inherent in every component of Khapo Academy.

The curriculum at Khapo Academy will be vital in student success. The curriculum will be grounded in core values determined by the community, establishing buy-in from parents, students, and community members. Pueblo language and culture will serve as a foundation to prepare Native students for success as leaders in their respective communities. An analysis of schools in Alaska, Hawaii, and the Navajo Nation showed a strong correlation between the inclusion of rigorous Native language and culture programs and student achievement (McCarty 2011).

Khapo Academy's will be intentional in its approach to implementing academic programs that support student success. Focusing our school in several core values will ensure a commitment to indigenous education. Language, culture, art, and music will be vehicles to meet Common Core Standards. The academic rigor in the classroom will be supported by a strong community engagement strategy, bridging the gap between the home and school with activities, holistic wellness opportunities, and parent education.

Holistic wellness will ensure that students' needs are met. According to the 2013 Youth and Resiliency Survey, Rio Arriba County youth are more likely to attempt suicide, be sexually active, and to participate in substance abuse than state averages. Additionally, youth in Rio Arriba County are less physically active than the state. These statistics demand a school and curriculum that not only takes them into consideration, but works solutions into its foundation.

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Partnerships with the Department of Youth and Learning in Santa Clara, the tribal education departments in the other surrounding pueblos, and the labs in Los Alamos, will provide a robust offering of in-school and after-school activities that will bring balance and hands on learning to the education of Khapo Academy's students.

Anne T. Henderson. K.M. (2007). *A New Wave of Evidence*. Austin: National Center for Family and Community Connections with Schools.

McCarty, T.L. (2011). The Role of Native Languages and Cultures in American Indian, Alaska Native, and Native Hawaiian Student Achievement. (Prepared for the Promising Practices and Partnerships in Indian Education Program Evaluation Group), pp. 2-16.

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)



1/10/2015

Michael Dabrico
NISN Leadership Fellow



1/10/2015

Jeremy Oyenque
Director of Youth and Learning