



**Part A—Progress Report**  
**VILLAGE ACADEMY CHARTER SCHOOL**  
*(A Report on the Current Charter Term)*

# Part A

## Progress Report

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## Part A—Progress Report

### I. Report on Progress

The Charter School Act requires that each school seeking to renew its charter must submit a report on the progress of the charter school in achieving the goals, objectives, student performance outcomes, state minimum educational standards, and other terms of the current charter, including the accountability requirements set forth in the Assessment and Accountability Act.

The Report on Progress is divided into four parts which correspond to the findings in law that a chartering authority must determine a charter school has violated in order to refuse to renew a charter. The questions and information requested in the Report on Progress are intended to provide data to assist in the analysis of the progress of the charter school over the term of the charter.

### A. Material Violations

#### The Charter School Act provides as follows:

A charter may be suspended, revoked, or not renewed by the chartering authority if the chartering authority determines that the charter school...committed a material violation of any of the conditions, standards or procedures set forth in the charter. (22-8B-12 NMSA 1978)

Please answer the following questions:

Question	School's Response	
	Yes	No
1. Are there terms of the school's charter contract that the school has changed or that the school has not yet implemented over the past four years?	<input type="checkbox"/>	X
<i>If "Yes," please provide details.</i>		
2. Over the past four years were there any material terms of the school's charter contract with which the chartering authority determined that the school was not in compliance and the chartering authority notified the school of the compliance violation?	X	<input type="checkbox"/>
<i>If "Yes," please provide details.</i>		
<ul style="list-style-type: none"><li>The governing body membership has changed since Board of Finance documents were originally filed with the Charter Schools Division (CSD) and approved.</li></ul>		
<p><b>School's Response:</b> Subsequent to the change in governing council membership, the school has submitted the proper documentation, including the statement of the governing body to consult with the PED, a notarized and complete affidavit from each council member, as well as updated board of finance documents.</p>		

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### B. Achievement

#### The Charter School Act provides as follows:

A charter may be suspended, revoked, or not renewed by the chartering authority if the chartering authority determines that the charter school... failed to meet or make substantial progress toward achievement of the department's minimum educational standards or student performance standards identified in the charter contract at Paragraph 2 of Subsection K of 22-8B-12 NMSA 1978.

#### 1. New Mexico Educational Standards—as measured by the New Mexico Standards Based Assessment (SBA) results

- ☐ Using the PED School Accountability Reports complete the following chart using the links below:

<http://webapp.ped.state.nm.us/aypd/%28S%28xs0m4vqb5zprxr3fqlw1hz2%29%29/DocLibrary.aspx?Year=2011&LibraryType=NMSBA> and  
<http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx>

**Please Note:** If you have another means of representing the data requested below, you may attach that alternative representation (e.g., charts, graphs etc.).

#### NMSBA School Summary—All Students

Year of Charter Term	School Year Tested	State Grade	Date of NMPED School Accountability Report	Math			Reading		
				AMO	% Proficient	Met proficiency goal?	AMO	% Proficient	Met proficiency goal?
1	2008-2009		10/16/09	41	7.7	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	57	33.3	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
2	2009-2010		8/1/10	48	14.71	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	61	29.41	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
3	2010-2011		7/21/11	63	33.33	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	72	54.55	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
4	2011-2012	D	7/21/12	52.3	6	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	45.0	26.0	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

#### Statement of progress and additional information:

The chart above illustrates the percent of students proficient in reading and math over the past 4 years. Village Academy increased the number of students that were proficient every year for the first three years represented. From 2008-2009 to 2010-2011 the percentage of students that were proficient in Math increased by more than 25 percentage points. During the same 3 years the number of students that were proficient in reading steadily increased by more than 20 percentage points. When looking at this chart it is important to understand that the percent proficient in each of the first 3 years is based on FAY (Full Academic Year) students while the percent proficient in 2011-2012 represents all of the students tested. A full academic year student has been enrolled at the school or its feeder school for at least one calendar year. This continuous enrollment allows the teachers instruction to influence the student's academic gains. In 2011-2012 all students were listed in the percent proficient and then VAM (value added model) points were added to the school points which were calculated into a school grade on the A-F School Grade

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Report Card. The VAM points account for students enrolling after the beginning of school, as well as other variables, and still being reported as proficient or not along with FAY students.

The enrollment of students with disabilities increased from the 2010-2011 school year to the 2011-2012 school year. This population increased for 18% to 30% in 6th grade and from 30% to 40% school wide while the total enrollment declined by 12.5%. Due to the small number of students tested, a high population in this category can drastically impact proficiency levels in both reading and math.

Single-year performance will vary from year to year. It is not unusual to have a particularly challenging group of students as was demonstrated by the fall in the number of students that scored proficient in both Reading and Math in 2011-2012. This variance is within the normal variance range and should not be held against the school. The school is looking at the data to be able to properly support the students in each upcoming year within budgetary constraints. Through Title 7, Native American students enrolled at Village Academy are offered tutoring twice per week where the students are able to benefit from experiential learning. For all other students tutoring is available after school once a week.

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2. **Student Academic Performance Standards/Goals identified in the Current Charter**—as measured by the school’s selected short-cycle assessments and/or other standards-based instruments.

- ☐ List Student Academic Performance Standards/Goals contained in the current charter, the results of short-cycle assessment, or other standards-based instrument(s) used to measure student progress, the average annual data obtained using those assessments, and the school’s statements of student progress towards the standards.
- ☐ Copy and paste additional sections as needed to include all Student Academic Performance Standards/Goals contained in the current charter.

**Please note:** If you have another means of representing the data requested below, you may attach that alternative representation (e.g., charts, graphs etc.).

<b>Student Academic Performance Standard/Goal #1:</b>  Students Perform at State Standard				
<b>Standardized Short-Cycle Assessment or other Standards-based Instrument(s) Used (Identify level of scores that indicate proficiency):</b>  NMSBA (New Mexico Standards Based Assessment)  NWEA MAP (Measure of Academic Progress) is a state-aligned assessment designed to be administered multiple times throughout the school year. The NWEA adapts to the child in real time as the test progresses for a picture of learning achievement and readiness. At the end of a testing sequence, the student receives an overall score, called RIT that indicates the instructional level appropriate for him or her. Students receive a RIT score that can be measured on a vertical scale. NWEA expects students to make 0.5% growth per school year.				
<b>Data—Average Proficiency Scores NMSBA Math (Proficient or Advanced):</b>				
<b>Grade Level</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>
Sixth	15.8%	43.9%	18.2%	0.0%
Seventh	9.5%	46.2%	38.5%	0.0%
Eighth	5.3%	35.1%	35.3%	13.3%
<i>Provide an analysis or explanation of the school data.</i>  Since all 6 <sup>th</sup> grade students are new to the school we will exclude them from the next finding. Of the 7 <sup>th</sup> and 8 <sup>th</sup> grade students that were not FAY in 2011-2012 school year, 100% of them scored Beginning Step or Nearing Proficient in Math. In conclusion the majority of the students that <u>did</u> score proficient in Math at the 7 <sup>th</sup> and 8 <sup>th</sup> grade levels were FAY students with whom the teachers have had time to work. The increase in the ‘students with disabilities’ population, as mentioned above, explains the sharp decline in math proficiency scores.				

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### Data—Average Proficiency Scores NMSBA Reading (Proficient or Advanced):

Grade Level	Year 1	Year 2	Year 3	Year 4
Sixth	36.8%	57.9%	45.5%	25.0%
Seventh	52.4%	61.5%	53.8%	18.2%
Eighth	31.6%	45.8%	58.8%	40.0%

*Provide an analysis or explanation of the school data.*

Again, all 6th grade students are new to the school we will exclude them from the next finding. Of the 7th and 8th grade students that were not FAY in 2011-2012 school year, 75% of them scored Beginning Step or Nearing Proficient in Reading. In conclusion the majority of the students that did score proficient in Reading at the 7th and 8th grade levels were FAY students with whom the teachers have had time to work with. In addition, the 6th grade student from the 2011-2012 Cohort entered Village Academy an average of 2 grade levels below in reading as was measured by the NWEA Map Reading test. The students scored an average of 198 RIT points in the fall of 2011. By the spring of 2012 the NWEA demonstrates an average of one academic year of growth in Reading. This still puts the 6th grade at an academic deficit of one year. The increase in the 'students with disabilities' population, as mentioned above, explains the sharp decline in reading proficiency scores.

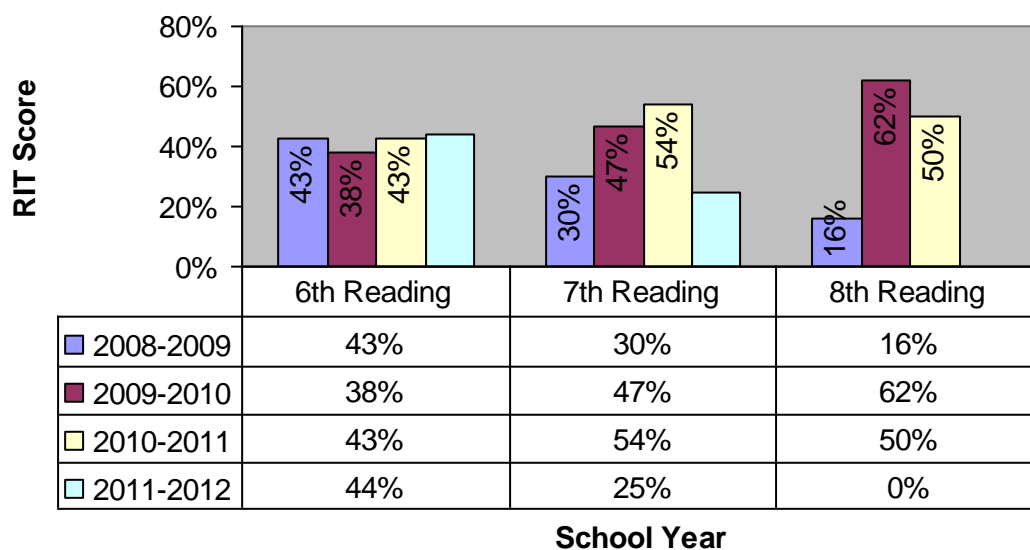
### NWEA

The following chart illustrates the average number of students that were proficient at the end of each school year. 6th grade consistently scores at around 40% proficient in Reading and 30% in Math. Reading in 7th grade has steadily increased over the first 3 years and then took a dip in 2011-2012. Math scores in 7th grade have ranged between 25% - 40% depending on the year. 8th Grade reading scores have increased significantly over the first 3 years. There was not enough data to report 8th grade reading scores in 2011-2012. The most significant gains are made from year to year.

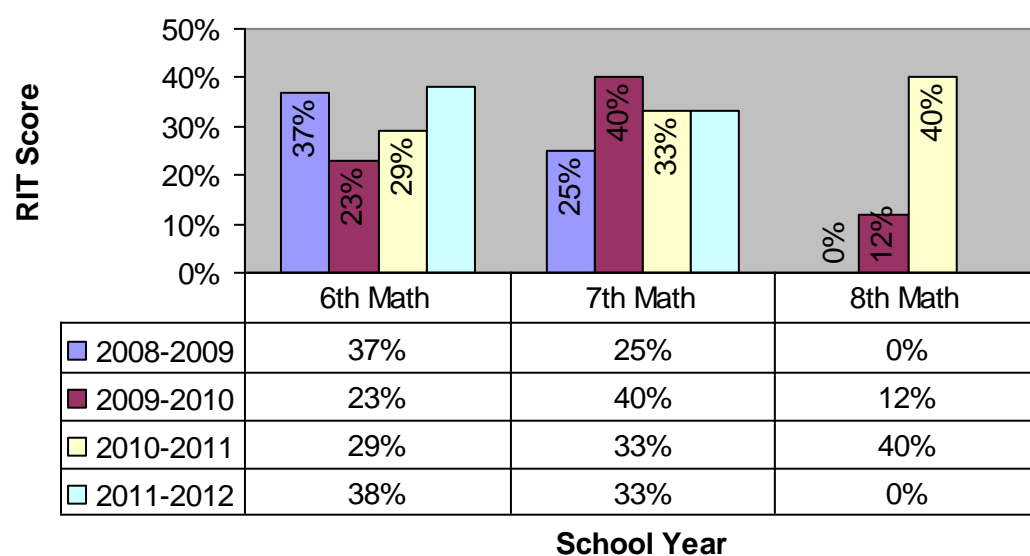
Grade Level	2008-2009	2009-2010	2010-2011	2011-2012
6th Reading	43%	38%	43%	44%
7th Reading	30%	47%	54%	25%
8th Reading	16%	62%	50%	0%**
Grade Level	2008-2009	2009-2010	2010-2011	2011-2012
6th Math	37%	23%	29%	38%
7th Math	25%	40%	33%	33%
8th Math	0%	12%	40%	0%**

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### NWEA MAP Reading Scores



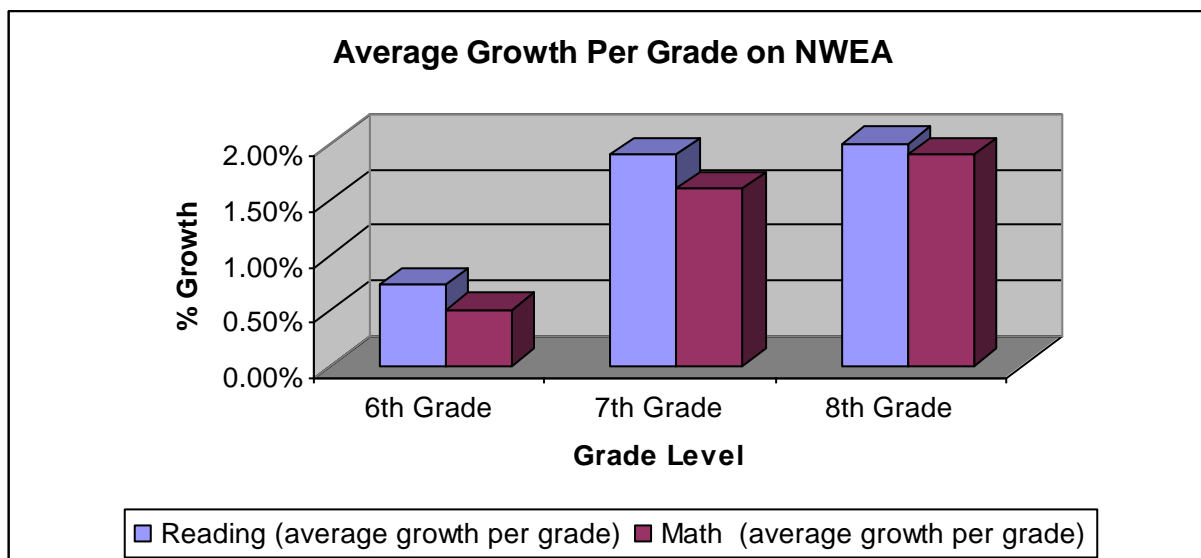
### NWEA MAP Math Scores





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	Reading (average growth per grade)	Math (average growth per grade)
6 <sup>th</sup> Grade	0.73%	0.50%
7 <sup>th</sup> Grade	1.90%	1.60%
8 <sup>th</sup> Grade	2%	1.90%



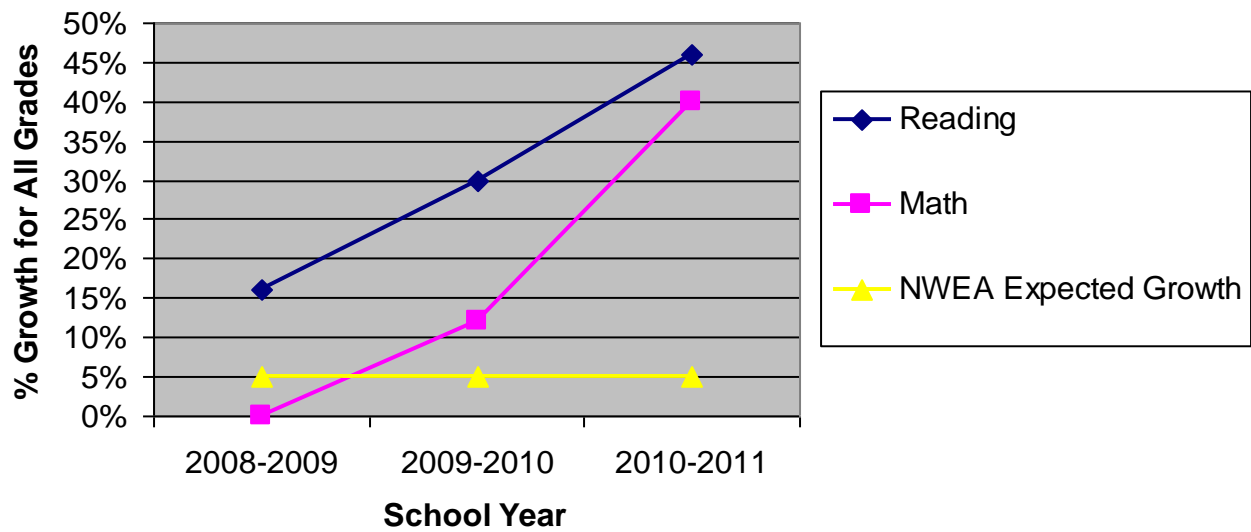
Student performance over time can show success of interventions:

53.8% of all students in grades 6-8 showed above typical growth as measured by the NWEA scores on the MAP test. Furthermore: NWEA calls for approximately 0.5% growth each year per child. Village Academy Never averaged less than that. Village Academy is averaging above the 0.5% increase with a Special Education population of 36%.

	2008-2009	2009-2010	2010-2011
Reading	16%	30%	46%
Math	0%	12%	40%
NWEA Expected Growth	5%	5%	5%

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Continuous Growth for NWEA 2009-2011



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### 3. Other Student Performance Standards/Goals identified in the Current Charter

- ☐ List Other Student Performance Standards/Goals contained in the current charter, the measure(s) used to assess student progress; the average annual data obtained using those measures, and the school's statements of student progress towards the standard/goal.
- ☐ Copy and paste additional sections as needed to include all Other Student Performance Standards/Goals contained in the current charter.

**Please note:** If you have another means of representing the data requested below, you may attach that alternative representation (e.g., charts, graphs etc.).

<b>Student Performance Standard/Goal #1:</b>				
Students Develop Citizenship				
<b>Measure(s) Used:</b>				
Discipline records, staff reports				
<b>Data—Average Annual Data – Number of students referred in Discipline Referrals</b>				
<b>Grade Level</b>	<b>Year 1 (08-09)</b>	<b>Year 2 (09-10)</b>	<b>Year 3 (10-11)</b>	<b>Year 4 (11-12)</b>
School Wide	18	11	10	7
<i>Provide an analysis or explanation of the school data.</i>				
As is evidenced by the chart above, as students became more entrenched within the school citizenship model, student discipline referrals decreased yearly. Students were tasked with knowing how to act in a responsible manner, and actively do so on a daily basis both in and out of school. The Village Academy Charter school has become the educational community where students are offered the opportunity to grow and develop academically and culturally.				

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### 4. Other Organizational Performance Standards/School Goals identified in the Current Charter

- ☐ List any Other Organizational Performance Standards/School Goals contained in the current charter, the measure(s) used to assess progress; the data obtained using those measures, and the school's statements of progress towards the standard/goal.
- ☐ Copy and paste additional sections as needed to include all Other Organizational Performance Standards/School Goals contained in the current charter.

**Please note:** If you have another means of representing the data requested below, you may attach that alternative representation (e.g., charts, graphs etc.).

#### Organizational Performance Standard/School Goal #1:

School will develop infrastructure to support data driven decision-making

#### Measure(s) Used:

NMSBA, NWEA MAP, Read 180, Custom Core Knowledge Assessment

#### Data: MAPS Testing Fall 2012 compared to Winter 2011

	Fall 2010 Math Average	Winter 2011 Math Average	Average Points Gained
Sixth Grade	212	215	+3.0
Seventh Grade	212.1	217.4	+5.3
Eighth Grade	215.1	216.8	+1.7

	Fall 2010 Reading Average	Winter 2011 Reading Average	Average Points Gained
Sixth Grade	201	201.1	+0.1
Seventh Grade	208.3	212.1	+3.8
Eighth Grade	210.2	215.7	+5.5

Strategies are in place to see that students with special needs, those at-risk of failure, and those not making reasonable progress are meeting, or are being given opportunities and reasonable accommodations to meet, the academic goals. When students are not making progress, the following strategies have been implement:

- Supplemental Reading for each class built into daily schedule
- Supplemental Math for each class built into daily schedule
- Disaggregate Short Cycle Assessment Scores, ALEX Scores, Read 180 progress scores to identify areas of student improvement.
- After school tutoring. Scheduled Weekly (VACS Instructors)
- Weekly assessment questions using RACE strategy for SBA prep

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- Title VII Reading After School Program: twice a week (2:30-4:00 pm)
- Assessment strategy presentations

### C. Fiscal Management

#### The Charter School Act provides as follows:

A charter may be suspended, revoked, or not renewed by the chartering authority if the chartering authority determines that the charter school...failed to meet generally accepted standards of fiscal management at Paragraph 3 of Subsection K of 22-8B-12 NMSA 1978.

- ☐ Provide a financial statement that discloses the costs of administration, instruction, and other categories for the charter school that is understandable to the general public and that allows comparison of costs to other schools or comparable organizations. Please include in the appendix.
- ☐ Complete the following chart by providing any negative findings from independent audits for each fiscal year, and how the school responded.

#### Audit Report Summary

Identify information from the <u>Component Unit Section</u> of the Annual Audit specific to the Charter School			
Year	Total # of Findings	Nature of Findings	School's Response
2008-09	6	<ul style="list-style-type: none"> <li>• Cash disbursements made without proper authorization</li> <li>• Cash receipts-supporting documentation missing on 3 of 5 items tested</li> </ul>	<p>*VACS has established policies and procedures related to purchasing. These policies were approved on 9/16/09.</p> <p>*The charter school will review cash management procedures with responsible individuals on an on-going basis to ensure internal controls are adhered to. Business Manager will review all cash receipts on a monthly basis to ensure adequate supporting documentation for all cash receipts.</p>

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		<ul style="list-style-type: none"> <li>• Lack of adequate internal controls over travel and per diem expenditures</li> <li>• School did not perform an annual inventory count of the school's capital assets</li> <li>• The school maintained a deficient budget in excess of available cash balances</li> <li>• Incomplete trial balance of posting errors – school's general ledger did not balance by fund</li> </ul>	<p>*VACS has established policies and procedures that were approved on 9/16/09. Business Manager will review all travel and per diem requests.</p> <p>*VACS has established inventory policies and procedures that were approved on 9/19/09.</p> <p>* VACS will review all funds to ensure adequate budget for expenditures.</p> <p>* VACS has purchased a new accounting system, Apta Fund Accounting, which has been implemented on 7/1/09.</p>
<b>2009-10</b>	2	<ul style="list-style-type: none"> <li>• Lack of appropriate desegregation of duties</li> <li>• Reconciliations were not properly reviewed for the month of June</li> </ul>	<p>*VACS will train other employees to perform and review key control activities in order to segregate the duties of the business manager.</p> <p>*Bank reconciliation will be reviewed and approved by the principal</p>

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<b>2010-11</b>	5	<ul style="list-style-type: none"> <li>Lack of approval of purchase order and invoices</li> <li>Travel and per diem – non compliance</li> <li>Journal entries</li> <li>Budget adjustment request – non compliance</li> <li>Payroll – payment prior to services rendered</li> </ul>	<p>*All invoices and purchase orders will be reviewed by the business manager/principal prior to payment</p> <p>* The reduced mileage rate of \$0.34 per mile will be submitted to the GC on 9/19/11 for review/approval</p> <p>*All journal entries will be reviewed/approved by the GC or principal</p> <p>*VACS will ensure all budgets are correct and any budget not correct, a BAR request will be submitted to PED</p> <p>*VACS will review/update policies/procedures for compliance</p>
<b>2011-12</b>	4	<ul style="list-style-type: none"> <li>Budget adjustment request – non compliance</li> <li>Internal control structure –</li> </ul>	<p>*Official findings and school’s response have not been made public as</p>

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		significant deficiency and compliance <ul style="list-style-type: none"> <li>• Bylaws and communication of audit report compliance</li> <li>• PED cash report – non compliance</li> </ul>	of October 1, 2012
<b>Planning Year</b>	N/A	Not applicable as VACS in renewing its' charter for the second time	N/A

*Identify any changes made to fiscal management practices as a result of audit findings.*

Additional business policies and procedures were established in order to guide management making decisions in the day to day operations of the school. Additional oversight processes were established in order to ensure compliance with New Mexico state and NMPED financial policies and procedures.

### D. Compliance Review

#### The Charter School Act provides as follows:

A charter may be suspended, revoked, or not renewed by the chartering authority if the chartering authority determines that the charter school...violated any provision of law from which the charter school was not specifically exempted at Paragraph 4 of Subsection K of 22-8B-12 NMSA 1978.

Please answer the following questions:

#### Civil Rights and Special Populations

1. Was the charter school given a citation by or including but not limited to the Office for Civil Rights, the Office of Special Education Programs, or the U.S. Department of Education, the U.S. Department of Labor, any state or federal agency or the New Mexico Department of Workforce Solutions for noncompliance with any statute or regulation over the past four years?

☐ Yes ☒ No

2. Were any complaints filed with the PED or the federal Office for Civil Rights over the past four years?

☐ Yes ☒ No

3. Have any special education state-level complaints or due process hearings been filed against the school over the past four years?

☒ Yes ☐ No

If "Yes", how many complaints were filed?

The PED Special Education Bureau received four state-level complaints against the school.

*Describe how each state-level special education complaint or due process hearing was resolved.*

Four complaints: C1011-35, C1112-13, C1112-16, C111-22

Corrective Actions were created that stated the school must contract with an independent special education specialist to train both special and general education staff on both written records and verbal confidentiality, specialist must also conduct a file review, must have principal at IEPs, and school must provide compensatory services where determined. School contracted with Judy Smith and all of these requirements were completed by March 2, 2012



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4. Has the school provided a Home Language Survey for incoming students over the past four years?  
☒ Yes ☐ No
5. Has the school tested students for English Language Proficiency using the state-required assessment over the past four years?  
☐ Yes ☒ No

*If "No," please explain.*

English Language Proficiency assessments were not provided to students during the 2010-2011 or 2011-2012 school year but they are currently being offered to students during the 2012-2013 school year.

### Governance

1. Over the past four years, have the governing body's draft and final meeting minutes been available for public review in compliance with the Open Meetings Act?  
☒ Yes ☐ No
2. Has any governing body member or their spouse or child(ren) received any compensation from the school over the past four years?  
☐ Yes ☒ No
3. Did the governing body receive regular written reports from the school leadership in regards to key indicators of the school's progress?  
☒ Yes ☐ No
4. Did the governing body conduct annual evaluations of the school's head administrator performance?  
☒ Yes ☐ No
5. Has the governing body developed and implemented for itself a comprehensive conflict of interest policy and a code of ethics to comply with 22-8B-5.2 NMSA 1978?  
☒ Yes ☐ No
6. Has the governing body consistently abided by its conflict of interest policy and a code of ethics through the term of the school's charter?  
☒ Yes ☐ No
7. Has the school instituted a process for dealing with complaints, made that policy clear to all stakeholders, and followed that policy, including acting in a timely fashion, on such complaints?  
☒ Yes ☐ No

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8. Has the governing body abided by its by-laws, including, but not limited to, provisions regarding member elections, removals, and filling of vacancies?  
☒ Yes ☐ No
9. Has the governing body put in place a set of governing body policies that are reviewed regularly and updated as needed?  
☒ Yes ☐ No
10. As per 22-8B-5.1 NMSA 1978, has every governing body member participated in approved, mandatory governing body training?  
☒ Yes ☐ No
11. Has your governing body changed if so, how? If your governing body has changed, have you always had a sufficient number of governing body members to constitute a quorum?  
☒ Yes ☐ No

The governing body changed when governance council member Norma Powdrell was brought on in order to replace existing governance council member Bonita Bigfoot. Regardless of this particular change in membership, the Village Academy governance council has always maintained a quorum.

### Administration

1. Did the administration develop annual plans derived from the school needs assessment, based on identified instructional weaknesses, teacher interests, and analysis of student performance outcomes?  
☒ Yes ☐ No
2. Has the administration developed academic and financial priorities that are responsive to, and consistent with, achieving the school's academic goals and that address deficiencies which are communicated to the school's instructional staff?  
☒ Yes ☐ No
3. Did the school provide support and training to mentor beginning teachers (e.g., first-year mentorship program)?  
☒ Yes ☐ No

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4. Have the administration and the governing body put into place the required PED policies?

NMAC Requirement	Completed	Board Approval Date	School and Family Support Bureau (SFSB) Approval (if applicable)
Asthma	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No		
Safe Schools Plan	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	02/15/2007 <b>Revised 09/18/2008</b>	Received by SFSB
Compulsory School Attendance (Truancy)	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	02/15/2007	Received by SFSB
Diabetes	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No		
Emergency Drills	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No		
Health Education	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	08/20/2012	Received by SFSB
Wellness Policy	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	08/20/2012	Received by SFSB
Homeless Education	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No		
Immunizations	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No		
Pest Control	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	09/17/2012	
Physical Education (curriculum aligned with benchmarks and performance standards)	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	08/20/2012	
School Athletic Equity	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		Not Applicable
School Health Advisory Council (SHAC)	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No		
Tobacco, Alcohol, and Drug Free School Districts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	07/15/2009 <b>Revised 08/26/2009</b>	Received by SFSB
Dual Credit	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Not Applicable	
Complaint Procedures	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	04/06/2005	
Finance Committee	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	09/16/2009	
Audit Committee	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	09/16/2009	
Distance Learning	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	08/20/2012	
Conflict of Interest Policy	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	04/06/2005	
Internal Controls	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	09/16/2009	
Procurement Procedures	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	09/16/2009	
Nepotism	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	09/17/2012	
Open Meetings Act	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	04/06/2005	
Student Discipline Policy	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	02/15/2007	
Governing Body Personnel Policies	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	04/06/2005	
Gifted Education Advisory Committee	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	06/19/2008	
Student Intervention System: The Three Tier Model of Student Intervention	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	02/15/2007	

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**Please list any other policies the governing body has approved and not included on this list.**

Sexual Harassment Policy		08/26/2009	
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*If any policy is checked "No," please explain.*

The School Athletic Equity policy as well as the dual credit policy are not applicable to Village Academy Charter School due to the fact that it is a sixth – eighth grade school and not a high school.

### Curriculum

1. Is the school's curriculum aligned with New Mexico Standards and Benchmarks and do the core academic subjects contain the essential knowledge and skills that are aligned with and as rigorous as the relevant state performance standards?  
☒ Yes   ☐ No
2. Have all courses required for graduation been offered and taught over the past four years?  
☐ Yes   ☐ No   ☒ Not Applicable
3. Does the school have an active Dual-Credit agreement(s) with higher education institution(s)?  
☐ Yes   ☐ No   ☒ Not Applicable

### Licensure

1. Has the Director/Principal/Administrator held a PED-issued administrative license over the past four years?  
☒ Yes   ☐ No
2. Have all teachers held the appropriate PED-issued license(s) for the classes that they have taught over the past four years?  
☒ Yes   ☐ No
3. Have background check authorizations and results been on file for all staff members, contractors, and instructional support providers who have had unsupervised access to students over the past four years?  
☒ Yes   ☐ No

### E-Occupancy Certificate

1. Has the school maintained an Educational Occupancy (E-Occupancy) certificate for its facilities over the past four years? Include a copy of the E-Occupancy certificate in the appendix.  
☒ Yes   ☐ No

## Part A—Progress Report

*If “No,” please explain.*

Although the original e-occupancy certificate cannot be located, Richard Romero from PSFA as well as the Bernalillo Fire Chief have stated that the school has and does meet e-occupancy requirements (please see Appendix A).

## Part A—Progress Report

### Part A—Progress Report

#### II. Petition of Support from Employees

A certified petition in support of the charter school renewing its charter status signed by not less than 65 percent of the employees in the charter school at Subsection J of 22-8B-12 NMSA 1978.

Include, as an appendix, a certified petition from not less than 65 percent of the **employees** of the charter school that indicates their support of the renewal of the charter. This document needs to be notarized with your signature.

Following is a suggested form to **certify** the petition. This form may be attached to the petition.

I am the head administrator of the Village Academy Charter School and hereby certify that: the attached petition in support of the Village Academy Charter School renewing its charter was circulated to all employees of the Village Academy Charter School. There are 8 persons employed by the Village Charter School. The petition contains the signatures of 8 employees which represents 100% percent of the employees employed by the Village Academy Charter School.

STATE OF NEW MEXICO)

COUNTY OF Sandoval ss.

I, Karen Mayhew, being first duly sworn, upon oath state:

That I have read the contents of the attached Petition, and my statements herein are true and accurate to the best of my knowledge and belief.

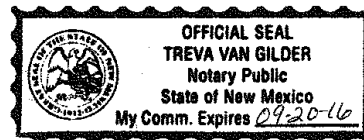
Karen Mayhew

Subscribed and sworn to before me this 25 day of Sept 2012.

Treva Van Gilder  
Notary Public

My Commission Expires:

09-20-16



## Part A—Progress Report

### Part A—Progress Report

#### III. Petition of Support from Households

A certified petition in support of the charter school renewing its charter status signed by not less than 75 percent of the households whose children were enrolled in the charter school at Subsection J of 22-8B-12 NMSA 1978.

Include, as an appendix, a certified petition in support of the charter school renewing its charter status from not less than 75 percent of the **households** whose children were enrolled in the charter school. This will need to be notarized as well, after the petition is signed by the parents on open house night.

Following is a suggested form to **certify** the petition. This form may be attached to the petition.

I am the head administrator of the Village Academy Charter School and certify that: the attached petition in support of the Village Academy Charter School renewing its charter was circulated to households whose children were enrolled in our charter school. It contains the signatures of 24 households which represents 100% percent of the households whose children were enrolled in the Village Academy Charter School.

STATE OF NEW MEXICO)

ss.

COUNTY OF Santa Fe)

I, Karen Mayhew, being first duly sworn, upon oath state:

That I have read the contents of the attached petition, and my statements herein are true and accurate to the best of my knowledge and belief.

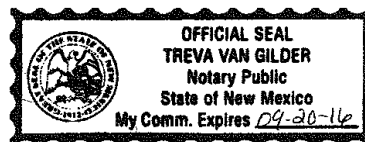
Karen Mayhew

Subscribed and sworn to before me this 25 day of Sept 2012.

Treva Van Gilder  
Notary Public

My Commission Expires:

09-20-16



## Part A—Progress Report

### IV. Facilities

A description of the charter school facilities and assurances that the facilities are in compliance with the requirements of Section 22-8B-4.2 NMSA 1978

Provide a letter from the Public Schools Facilities Authority (PSFA) indicating that the school facility meets the requirements at Subsection C of 22-8B-4.2 NMSA 1978. Include a copy of the letter in the appendix.

*On or after July 1, 2011, a new charter school shall not open and an existing charter school shall not relocate unless the facilities of the new or relocated charter school, as measured by the New Mexico condition index, receive a condition rating equal to or better than the average condition for all New Mexico public schools for that year or the charter school demonstrates, within eighteen months of occupancy or relocation of the charter, the way in which the facilities will achieve a rating equal to or better than the average New Mexico condition index.*

VACS leases from Our Lady of Sorrow's Parish(OLOS) in their Educational Building located at 301 N. Camino del Pueblo, Bernalillo, New Mexico. Village Academy leases approximately 4500 square feet, which includes four full-size classrooms and one office. Two of the classrooms can be divided by accordion built-ins to accommodate individual or small group tutoring, testing, and/or ancillary services. In addition, VACS uses the OLOS Social Hall for breakfast, lunch and large group presentations. And students are permitted to use the basketball ball courts located between the school and the social hall. OLOS does have additional space to rent if VACS needed it. And, VACS has access to a local park next door to the parish for PE and other events.

Please see letter in Appendix A from Richard Romero with PSFA indicating that the school facility meets the requirements of Subsection C of Section 22-8B-4.2 NMSA 1978



## Part A—Progress Report

### V. Term of Renewal

A statement of the term of the renewal requested, if less than five years. If a Renewal Application does not include a statement of the term of the renewal, it will be assumed that renewal is sought for a term of five years.

The term of the renewal requested for the Village Academy charter school is five years.

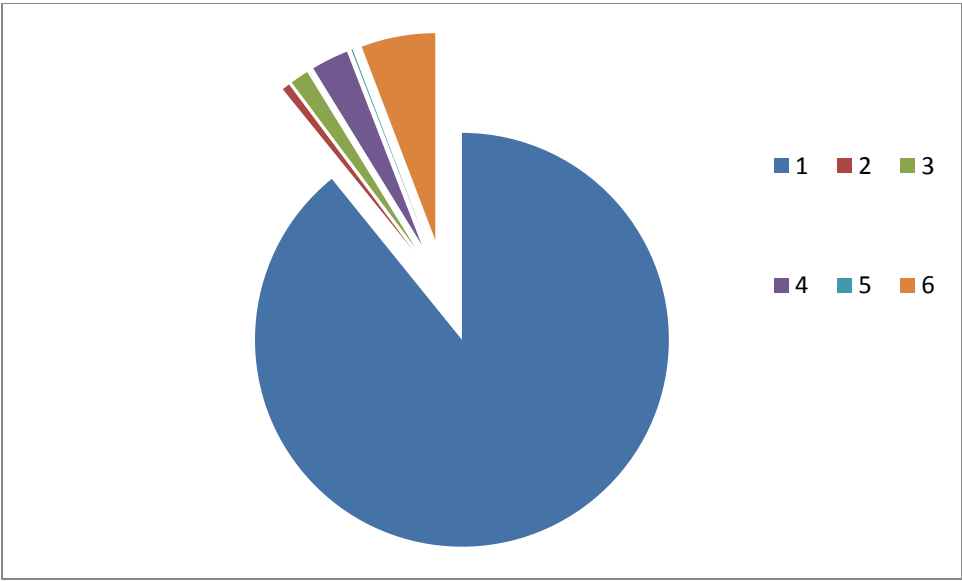
### VI. Appendices

Provide each of the following documents as Part A Appendix:

- Financial Statement
- E-Occupancy Certificate
- Letter from the PSFA indicating that the school facility meets the requirements of Subsection C of Section 22-8B-4.2 NMSA 1978
- Petition of Support from Employees
- Petition of Support from Households – Need actual signatures

Part A—Progress Report

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0.006074  
0.014414  
0.029007  
0.000884  
0.057945

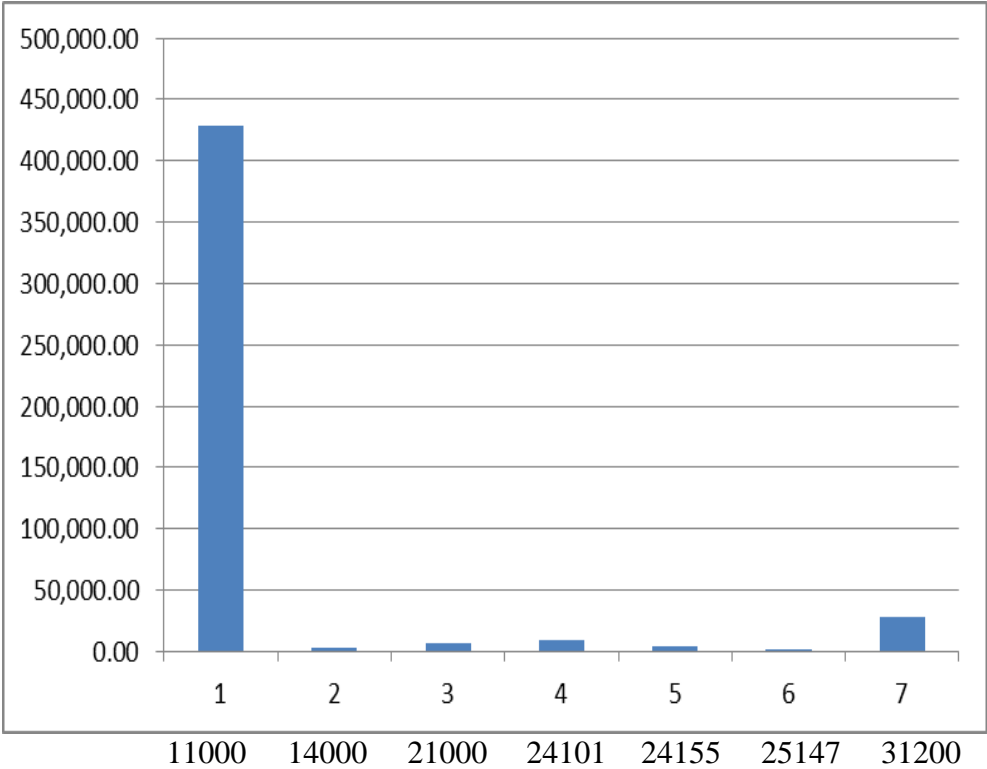


1= Operational		
2= Instructional material		
3= Food service		
4=Federal		
5= Other		

Part A—Progress Report

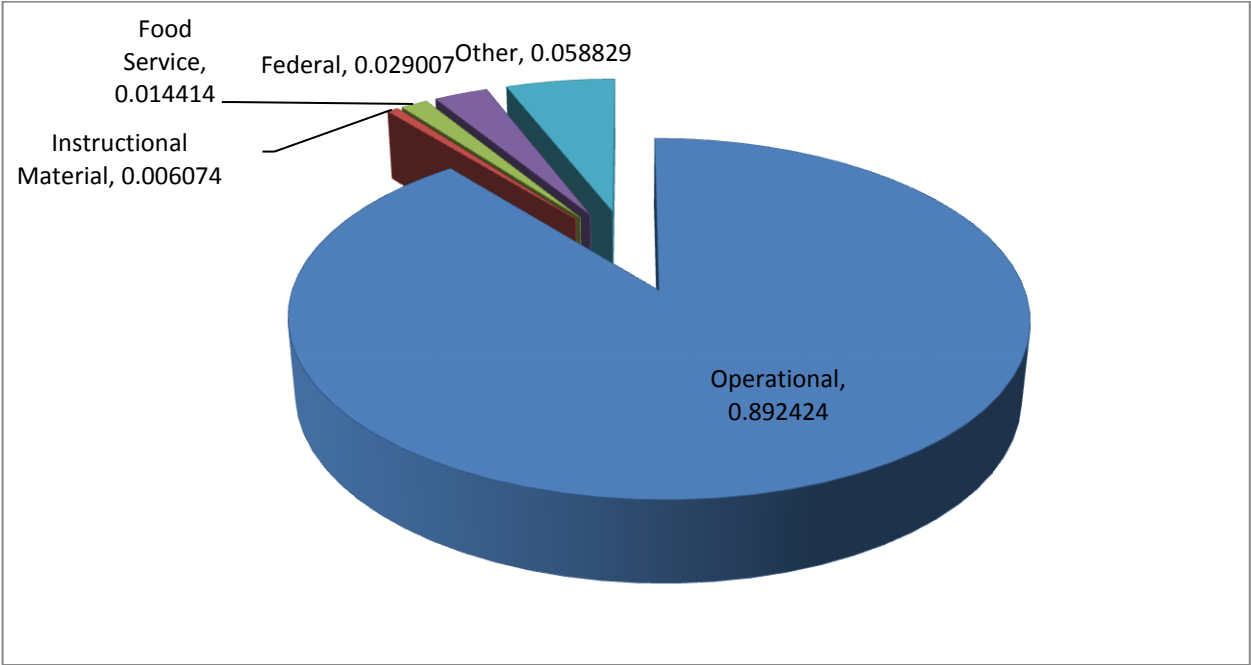
429,183.00  
2,921.00  
6,932.00  
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4,000.00  
425.00  
27,867.00

2012-2013 Budget



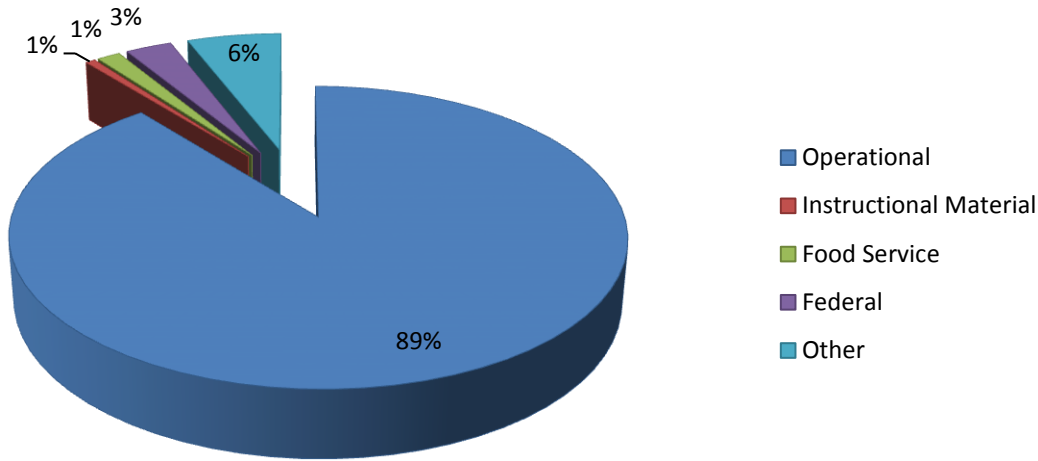
Part A—Progress Report

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**Part A—Progress Report**

**2012-2013 Budget**



# Part A—Progress Report

STATE OF NEW MEXICO  
PUBLIC EDUCATION DEPARTMENT  
VILLAGE ACADEMY  
STATEMENT OF NET ASSETS  
JUNE 30, 2011

Exhibit A-1

	Governmental Activities
<b>ASSETS</b>	
Cash and cash equivalents	143,537
Receivables	
Due from other governments	2,394
Total current assets	<u>145,931</u>
Capital assets	
Furniture, fixtures and equipment	23,881
Less: accumulated depreciation	<u>(18,309)</u>
Total noncurrent assets	<u>5,572</u>
Total assets	<u>\$ 151,503</u>
<b>LIABILITIES AND NET ASSETS</b>	
Due to government	\$ 13,586
Accrued Salaries	<u>2,836</u>
Total current liabilities	<u>16,422</u>
Invested in capital assets	5,572
Restricted for:	
Other	17,083
Unrestricted	<u>112,426</u>
Total net assets	<u>135,081</u>
Total liabilities and net assets	<u>\$ 151,503</u>

The accompanying notes are an integral part of these financial statements

11-1

# Part A—Progress Report

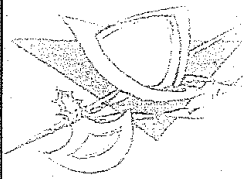
STATE OF NEW MEXICO  
PUBLIC EDUCATION DEPARTMENT  
VILLAGE ACADEMY  
STATEMENT OF ACTIVITIES  
FOR THE YEAR ENDED JUNE 30, 2011

Exhibit A-2

Functions/Programs	Expenses	Program Revenues			Net (Expenses) Revenues and Changes in Net Assets
		Charges for Service	Operating Grants and Contributions	Capital Grants and Contributions	
Governmental activities:					
Instruction	322,453	4,748	44,100	\$ -	\$ (273,605)
Support services:					
Students	60,080	-	-	-	(60,080)
Instruction	29,030	-	-	-	(29,030)
General Administration	119,235	-	-	-	(119,235)
School Administration					
Central Services	58,120	-	-	-	(58,120)
Operation & Maintenance of Plant	29,109	-	-	-	(29,109)
Operation of Non-Instructional Service	1,168	-	-	-	(1,168)
Student Transportation	-	-	-	-	-
Food Services Operation	19,605	-	15,274	-	(4,331)
Community Services Operations	-	-	-	-	-
Facilities Materials, Supplies & Other Services	39,846	-	-	39,846	-
Total governmental activities	\$ 678,646	\$ 4,748	\$ 59,374	\$ 39,846	(574,678)
General Revenues:					
State Equalization Guarantee					553,743
Transfers Out					(6,148)
Miscellaneous					8,081
Total general revenues					555,676
Change in net assets					(19,002)
Net assets - beginning					154,083
Net assets - ending					\$ 135,081

The accompanying notes are an integral part of these financial statements  
p-2

## Part A—Progress Report



# TOWN OF BERNALILLO

*"The City of Coronado"*

PLANNING  
&  
ZONING  
DEPARTMENT

P & Z Director  
Kelly Moe

Assistant Planner  
Margaret Valdez

Building Permits /  
Inspections  
Wayne Wormhood

Code Enforcement /  
Assistant Inspector  
Libie Gonzales

January 29, 2008

Ms. Pamela Engstrom, Principal  
Village Academy  
PO Box 1247  
Placitas, NM 87043

RE: *Findings of ADA Compliance at our Lady of Sorrows Church*

Dear Ms. Engstrom:

This letter is to inform you as to your compliance with ADA standards for your Occupancy Class E in an existing building, built to E Occupancy, and is an addendum to my letter of fact findings dated December 13, 2007.

It appears with changes that have been made that you are in compliance with ADA standards for an existing building of your Occupancy class.

If you have any questions feel free to contact me at 771-5882 or by e-mail at:  
[wwormhood@townofbernalillo.org](mailto:wwormhood@townofbernalillo.org)

Respectfully,

Wayne Wormhood  
Building Official  
Planning & Zoning Dept.  
Town of Bernalillo

829 Camino del Pueblo

P.O. Box 638

Bernalillo, NM 87004

(505)867-3311

\*Fax (505)867-0481



## Part A—Progress Report

### State of New Mexico Public School Facilities Authority



Robert A. Gorrell, Director  
Tim Berry, Deputy Director

**Santa Fe Office**  
410 Don Gaspar  
Santa Fe, NM 87501  
(505) 988-5989  
(505) 988-5933 (Fax)

**Albuquerque Field Office**  
1312 Basehart Drive, SE  
Suite 200  
Albuquerque, NM 87106  
(505) 843-6272  
(505) 843-9681 (Fax)

September 11, 2012

Ms. Karen Mayhew  
Village Academy Charter School  
301 South Camino Del Pueblo  
Bernalillo, New Mexico 87004

Dear Ms. Mayhue:

This letter is being provided to you because Village Academy Charter School (VACS) first reauthorization is fast approaching and the application for that renewal is due October 1, 2012 and, pursuant to 22-8B-4.2 NMSA 1978, which states that,

*the facilities of a charter school whose charter has been renewed at least once shall be evaluated, prioritized and eligible for grants pursuant to the Public School Capital Outlay Act in the same manner as all other public schools in the state; provided that for charter school facilities in leased facilities, grants may be used to provide additional lease payments for leasehold improvements made by the lessor.*

The facilities that house VACS were assessed on September 12, 2011 and a weighted New Mexico Condition Index (wNMCI) score of 1.11% was generated based on that assessment. The wNMCI, in very general terms is the cost of repair of a school facility divided by the cost of replacement. As such, a lower score is better. The current average wNMCI score for all public school facilities, statewide, is 22.24%. As you can see, VACS has scored significantly better than that average.

Upon approval of its renewal application, VACS' facilities will be ranked among all public schools in New Mexico and will be eligible to apply for capital improvement grants from the Public School Capital Outlay Council.

If you have any questions about this information, please do not hesitate to contact PSFA. We wish you success as you navigate the charter school renewal process.

With Highest Regards,

A handwritten signature in black ink, appearing to read "Richard A. Romero".

Richard A. Romero, Facilities Specialist  
Public School Facilities Authority

CC: Martica Casias, Planning & Design Manager  
Kelly Callahan, Director - Options for Parents - Public Education Department

*Partnering with New Mexico's communities to provide quality, sustainable school facilities for our students and educators*

## Part A—Progress Report



*Student Centered  
Family Friendly*

PO Box 279  
Bernalillo, NM 87004-279  
Phone: (505) 867-9094  
Fax: (505) 867-0594

We, the undersigned, support Village Academy Charter School  
in its third renewal on October 1, 2012.

Staff Name (Print)

Signature

Debra Reano

*Debra Reano*

Stephanie Wilson

*Stephanie A. Wilson*

Christina Vaupel

*Christina Vaupel*

Dahlia Parrasco

*Dahlia Parrasco*

Julie T. Duran

*Julie T. Duran*

Karen Mayhew

*Karen Mayhew*

Gilbert A. Mondragon

*Gilbert A. Mondragon*

Darla Fields

*Darla Fields*

*Page 1 of 1*

*Village Academy Charter School*

## Part A—Progress Report



**Student Centered  
Family Friendly**

PO Box 279  
Bernalillo, NM 87004-279  
Phone: (505) 867-9094  
Fax: (505) 867-0594

We the undersigned, support Village Academy Charter School  
in its third renewal on October 1, 2012.

Parent Name (Print)	Signature	Student(s) Name
Erudine A. Barnes	Erudine A. Barnes	Randy J. Barnes
Randy D. Barnes	Randy D. Barnes	Randy J. Barnes
Regina Pena	Regina Pena	Elisha Pena
Marcella Garcia (Aunt)	Marcella Garcia	Michael Marawierstine
Andrea Luz Fernandez N.	Andrea Luz Fernandez N.	Diana J. Rojas
Leticia Rojas	Leticia Rojas	Jerry Duarte
Jason Webster	Jason Webster	Ryan Webster
Francine Laguer	Francine Laguer	Ryan Webster
Lean Cristobal	Lean Cristobal	Giovannah Montoya
Loretta Padilla	Loretta Padilla	Damien S. Padilla
Jackie Vigil	Jackie Vigil	Jonathan Vigil
Sussannah Lopez	Sussannah Lopez	Romeo Dominguez
Josephine Candelaria	Josephine Candelaria	Jamison Candelaria
JENNIFER CRAFT	JENNIFER CRAFT	NATHAN CORDICK
Nicole L. Macarriestern	Nicole L. Macarriestern	MICHAEL MACARRIESTERN

Page 10 of 2

Village Academy Charter School

## Part A—Progress Report



Student Centered  
Family Friendly

PO Box 279  
Bernalillo, NM 87004-279  
Phone: (505) 867-9094  
Fax: (505) 867-0594

We the undersigned, support Village Academy Charter School  
in its third renewal on October 1, 2012.

Parent Name (Print)	Signature	Student(s) Name
KENNAN PADILLA	<i>Kenn Padilla</i>	GABRIEL CANDELARIA
Bertha Candelaria	<i>Bertha Candelaria</i>	GABRIEL CANDELARIA
Beatriz Bustillos	<i>Beatriz Bustillos</i>	Janette, Vivian Hernandez
Alejandra Bustillos	<i>Alejandra Bustillos</i>	Jose Marquez
Alejandra Bustillos	<i>Alejandra Bustillos</i>	Bianca Marquez
Linda Candelaria	<i>Linda Candelaria</i>	Destiny Candelaria
Benedict Ortiz	<i>Benedict Ortiz</i>	Destiny Candelaria
Delia Rivas	<i>Delia Rivas</i>	Nayeli Rivas
E. J. LUAN	<i>E. J. Luan</i>	EVERRETT Q. LUAN
Wanda Aguilar	<i>Wanda Aguilar</i>	Shenec Juenico
Antanette Sandoval	<i>Antanette Sandoval</i>	Breana Kreege
Joselin Esquivel	<i>Joselin Esquivel</i>	Walter Whitethorn
Emmanuel Esquivel	<i>Emmanuel Esquivel</i>	Walter Whitethorn
Crystal Barnes	<i>Crystal Barnes</i>	Randy Barnes

Page 2 of 2

Village Academy Charter School



**Part B—The Charter Renewal**  
**VILLAGE ACADEMY CHARTER SCHOOL**

## Part B

### The Charter Renewal

#### Table of Contents

Indicate the page numbers for each section in the designated column.

<b>The Charter Renewal</b>	<b>Page(s)</b>
I. Executive Summary	39-41
II. Renewal Performance Plan	
A. Mission	42
B. Indicators	42-46
C. Additional Indicators	46
III. Amendments	46
IV. Financial Plans	47
V. Organizational Plans	
A. Enrollment Plan	47-48
B. Governance	48
C. Waivers	49
D. Partnerships	49-50
VI. Facilities	51
VII. Appendices	52-58

## Part B—The Charter Renewal

### 2012–2013 Renewal Application

#### I. Executive Summary

Provide the enrollment and demographic information for the current charter term. In addition, provide a brief (1–2 pages maximum) description of the school, including an overview of the mission/vision, educational program, community and local connections, and leadership and governance.

**Enrollment Cap: 60 Students**

Enrollment	2008–2009	2009–2010	2010–2011	2011–2012
Total Enrollment	60	50	43	40
Number of Students on Waiting List	5	0	0	0
Ethnicity/ Race				
Asian	0	0	0	0
Black	0	0	0	0
Hispanic	30	22	17	16
Native American	13	17	15	21
White	17	11	11	3
Other	0	0	0	0
English Language Learners	0	0	0	0
Students with Individualized Education Programs (IEP)	19	18	14	17
Eligible for Free and Reduced Lunch	48	40	35	32

## **Part B—The Charter Renewal**

### **School Description**

Village Academy Charter School (VACS) serves 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grades and is located in Bernalillo, New Mexico. VACS is currently the only charter school in the area. VACS provides an educational experience for students based on rigor, relevance, and relationship. Its curriculum is rooted in the Core Knowledge Scope and Sequence which complements our mission of fostering curiosity, creativity, and self-awareness while being supportive of the diverse language and cultural backgrounds. All curriculum is currently aligned to New Mexico Standards; however, we are in the process of ensuring that it is aligned to Common Core Standards. Also, Core Knowledge Scope and Sequence is supported by English as a Second Language strategies. Additionally, we support student academic growth through continuous improvement techniques by tracking progress, individualizing student goals, and adjusting instruction based on data.

As a middle school, we enhance the educational learning experience by participating in a variety of programs that utilize the multi-sensory approach. These programs have included but are not limited to READ 180, ALEKS, MESA, KERES, GREAT Program, Title VII, community service projects, field trips, and guest speakers. READ 180 and ALEKS are computer-based programs which offer targeted, individualized instruction for each student in Reading and Math. MESA is a club which centers on math and science and offers a multitude of experiences and scholarships for students. KERES is our Native American language class that we offer through Santa Ana Pueblo as an elective. The G.R.E.A.T. Program, Gang Resistance Education and Training, is a school-based curriculum developed by a multidisciplinary team of law enforcement personnel, educators, child psychologists, and university researchers that all students participate in once a week for 13 weeks. And imbedded throughout the year are a variety of field trips, guest speakers, and community service projects, such as, volunteering at a local food bank, reading to preschoolers at PB and J and assisting senior citizens. All these experiences help to mold our students into 21<sup>st</sup> century learners.

Success of the school can only be achieved if its leadership is dedicated and true to its mission and the Governing Council is such an entity. The Governing Council supports and governs the school providing it with the foundation to be successful. They select and assess the principal to ensure effective leadership. In collaboration, compliance with all legal and financial requirements is ensured. There are currently six members on the board, all local residents who want to give back and care about today's youth. Three are Native American, one is Hispanic and two are Caucasian. Half are parents of currently enrolled or previously enrolled students. They have a strong belief in what VACS can accomplish because they have seen the positive results firsthand.

Even though we are a state-chartered middle school, we have strong ties with the Bernalillo Public School District. BPS well understands the challenges of being a small district covering a large land area, populated by a lower socio-economic sect. Because of this and the relationship fostered over the years, VACS contracts each year with BPS for use of their transportation system. In addition, VACS contracts with BPS to provide our school meals. At this point in time, VACS is a Priority 2 School and all students receive free breakfast and lunch. Each day we pick up our meals from Bernalillo Middle School and are ensured that all federal guidelines are being followed. Our students receive healthy meals, well-made, and in compliance. This ensures that all our students have the same advantages as their



## **Part B—The Charter Renewal**

counterparts attending BMS. However, they are in a smaller school setting having their instruction individualized all within a safe environment.

Additionally, VACS has strong ties with the Native American Pueblos in the area. Evidence of this can be seen in our relationship with the Santa Ana tribe. Most of our Native population currently comes from this tribe. Besides working closely with the parents themselves, we have the advantage of working with the tribal liaison. She visits the school frequently and works hand in hand with us to ensure students are in school and doing their best. Also, the tribe provides opportunity for students to take Keres, their native language, here on our campus. This compliments our mission of respecting the different cultural contributions to society. We also enjoy close ties with the other pueblos creating mutual respect for our missions because we recognize that we are all here to ensure the best educational experience for our students.

Finally, VACS is a unique small school because it serves such a unique population. Our largest subgroup is the Native American population with our second largest being Hispanic. These students interact on a daily basis learning from each other and developing a respect that will shape who they become and what they do with their lives. It is a wonderful thing to see our school as a true melting pot of American society. We are very proud of our accomplishments and look forward to providing this rewarding and enriching educational experience for generations to come.

## Part B—The Charter Renewal

### II. Renewal Performance Plan

The following sections provide an opportunity for the school to discuss plans for the next charter term. In addition to providing basic data, schools should treat the following sections as an opportunity to outline a deliberate plan for sustaining success, addressing areas requiring improvement, and ensuring the ongoing viability of the organization.

**Please Note:** The response to Part B will not affect the Renewal Findings from Part A or the recommendation for renewal or non-renewal. It may, however, affect the length of the new charter term awarded to the school and will inform the terms of a new charter contract. Should the chartering authority grant renewal for an additional term, the plans presented below will serve as a blueprint for relevant sections of the charter contract for the new term and the performance contract as required under the SB 446 legislation (enacted by Laws of 2011, chapter 14, section 3).

#### A. **Mission:** Provide a mission for the school.

*Mission:*

Village Academy Charter School's mission is to develop young minds to meet the challenges of a multicultural world through individualized attention, smaller classes, and a rigorous curriculum. Village Academy Charter School strives to foster students' natural curiosity, creativity, and self-awareness while being supportive of their language and cultural backgrounds. VACS educates students for life by utilizing family involvement, technology, and community resources in a student-centered learning environment.

B. **Performance Plan:** Per SB446, it is helpful if you submit a performance plan that will be the basis for the Charter Performance Contract (22-8B-9 NMSA 1978) and subsequent monitoring processes utilizing the Performance Framework (22-8B-9.1 NMSA 1978). State the student performance indicators that specifically relate to the mission of the school. We encourage you to submit a plan that is specific and measurable (based on identified indicators and expected performance levels that can be measured by a reliable instrument), and ambitious, but attainable, and aligned with a time frame by which achievement is expected to be accomplished.

#### 1. **Student academic performance**

*Student academic performance indicator:*

1. **Goal:** By the end of each school year between 2013-2018 VACS will increase student achievement in reading and math by 3%, as indicated by the New Mexico State Mandated Testing

**Objective:** Students will increase towards proficiency in reading and math

- **Measure:** The number of reading and math proficient students who meet or exceed proficiency on state-mandate testing

## Part B—The Charter Renewal

### 2. Student academic growth

*Student academic growth indicator:*

1. **Goal:** By the end of each school year between 2013-2018 VACS will increase student growth in reading and math by 3% as indicated by short-cycle assessments and by IEP goals

**Objective:** Students will increase proficiency in reading and math as measured by short cycle assessment which will be taken three times during a calendar school year.

- **Measure:** The average gain of 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> graders in reading and math will be a minimum of 3% per year as measured by our SCA (short-cycle assessment). The fall score will be our benchmark for each year. The highest of the winter or spring will be used to calculate individual student growth.

**Objective:** Students with IEPs will have appropriate goals based upon assessments and evaluations and will show annual progress.

- **Measure:** All goals will be based upon annual testing results as by the IEPs.
- **Measure:** All IEPs will be in compliance with all federal and state regulations as measured by quality assurance criteria documented via state special education department audit by no later than June 30 of each school year

**Objective:** Students will demonstrate high school readiness by developing student-responsibility through proper time-management of work completion and appropriate behavior for classroom and school activities

- **Measure:** Grades earned by students, decrease in student discipline referrals, attendance rates and staff reports

### 3. Achievement gaps in both proficiency and growth between student subgroups

*Achievement gaps in both proficiency and growth between student subgroup indicator:*

**Goal:** The lowest performing 25% of students will show at least 5% of growth on all short-cycle assessments and NMSBA scores.

**Objective:** Students will increase proficiency in reading and math as measured by short cycle assessments and NMSBA scores which will be determined and recorded quarterly by each grade level team to ensure needs are met and interventions have immediate results.

## Part B—The Charter Renewal

- **Measure:** The average gain of the lowest performing 25% of students in grades 6<sup>th</sup> – 8<sup>th</sup> in reading and math will be a minimum of 5% per year as measured by short-cycle assessment and NMSBA. The school will use this information and other data gathering tools to ascertain a probable root cause and put into place a system of support for these students. Students in the Q1 (lowest performing 25%) range will be given priority for in-school assistance on class work, after-school tutoring, or counseling services.

### 4. Attendance

*Attendance indicator:*

**Goal:** Village Academy Charter School seeks to have an average daily attendance rate of 95% in grades 6<sup>th</sup> – 8<sup>th</sup> as evidenced by calculated daily attendance rosters.

**Objective:** Students will increase their daily attendance rate to 95% daily attendance in order to make the most academic gains by being present in school on a daily basis.

- **Measure:** The average daily attendance school-wide shall be 95% as determined by daily calculation of attendance rosters collected and calculated once the school day has begun.

### 5. Recurrent enrollment

*Recurrent enrollment indicator:*

**Goal:** Throughout the course of the charter, school years 2013 - 2018, VACS will increase student enrollment through a variety of venues, i.e., community outreach, open house, mailings, flyer distribution, and other promotional ideas.

**Objective:** To create proper amount of SEG to support the school by increasing each year at least 10% until full enrollment is achieved.

- **Measure:** Student enrollment numbers at 40<sup>th</sup> Day

### 6. High school college-readiness (if appropriate)

*High school college-readiness indicator:*

The High school college-readiness goal does not apply to Village Academy Charter School, a sixth-eight grade school.

## Part B—The Charter Renewal

### 7. Graduation rate (if appropriate)

*Graduation rate indicator:*

The graduation rate goal does not apply to Village Academy Charter School, a sixth-eight grade school.

## Part B—The Charter Renewal

### 8. Growth of the lowest scoring twenty-fifth percentile of students in the public school in reading and mathematics.

*Growth of the lowest scoring 25<sup>th</sup> percentile of students in the public school in reading and mathematics indicator:*

**Goal:** Utilizing the NMSBA scores as well as the NWEA MAP testing in reading and math, VACS will increase the number of students who take advantage of tutoring.

**Objective:** Students will increase proficiency in reading and math as measured by NWEA MAP testing and NMSBA scores through utilization of Title 7 which enables the school to offer tutoring twice per week to Native American students. Additional students that are in need of tutoring are given the opportunity to participate in experiential learning once per week.

- **Measure:** Teacher observation and recommendation with also be considered when encouraging students to take advantage of the tutoring opportunity, thus increasing student numbers in tutoring groups.

### C. Additional Indicators (Optional): Briefly state any rigorous, valid, and reliable indicators that should be considered for incorporation into a charter agreement, if renewed.

**Please Note: The performance framework shall allow for** the inclusion of additional rigorous, valid, and reliable indicators proposed by a charter school to augment external evaluations of its performance, provided that the chartering authority shall approve the quality and rigor of such proposed indicators and the indicators are consistent with the purposes of the Charter Schools Act. (22-8B-9.1 NMSA 1978)

*Additional Indicators No. 1:*

No additional goals are required by VACS at this time.

## III. Amendments

Provide “State Charter School Change/Amendment Request Form” for any material or substantial change(s) to the charter. (e.g. adding grade levels, increase enrollment cap, curricula change, instructional model, etc.) The amendment forms should be in the Part B Appendix.

**~VACS does not require any material or substantial change to the charter and thus requires no amendments.**

## Part B—The Charter Renewal

### IV. Financial Plans

- A. Provide a financial statement that discloses the cost of administration, instruction and other spending categories for the charter school that is understandable to the general public, that allows comparison of costs to other schools or comparable organizations and that is in a format required by the PED.

2. **Goal:** By the end of each school year between 2013-2018, VACS will align Budget to Mission.

- Objective: Assess current alignment
- Measure: Prioritize & Develop Aligned Budget

~Please see Appendices A for a current financial statement

- B. Provide a description of how the governing body will provide the proper legal fiscal oversight to ensure compliance and financial stability. Demonstrate a commitment to maintaining the financial viability of the school.

The Governing Council provides proper oversight by requiring the Business Manager to submit monthly financial reports for each and every monthly GC meeting. In addition, audit and finance committee is in place to provide oversight on financial matters. The GC works with families and the community to promote the school and make all its dealings transparent.

- C. Describe the school's strategic vision (long-range planning) for the sustainability of the school. Discuss the plans for addressing enrollment that do not meet the projections stated in your application.

VACS mission and goals are developed to stand the test of time. They guide the school and strive to obtain the most qualified, dedicated staff available. This attracts those families that want an alternative choice to the traditional public school. Outreach to the community is on-going. Increasing and sustaining enrollment is a priority and communication is key. Keeping the lines of communication open is vital through emails, flyers, presentations, open houses, and GC meetings. Working with the with pueblos and increasing their enrollment will boost projections.

### V. Organizational Plans

- A. **Enrollment Plan:** Complete the enrollment plan for the next charter term. If the school has determined a need to change the enrollment numbers from the current charter, discuss and demonstrate that need.

## Part B—The Charter Renewal

Grade	2013–2014	2014–2015	2015–2016	2016–2017	2017–2018
Sixth	13	14	15	16	20
Seventh	15	17	19	20	20
Eighth	16	17	18	20	20
<b>TOTAL</b>	<b>44</b>	<b>48</b>	<b>52</b>	<b>56</b>	<b>60</b>

*The reason for requesting a change in the student enrollment numbers:*

VACS is founded on the premise that the school offers a low student: teacher ratio. We would not want our classes to go beyond 20 students per class. We have created a new goal that addresses increasing enrollment to our maximum of 60.

### B. Governance:

1. Provide a plan for an annual self-evaluation of the governing body that reflects an assessment of its overall effectiveness.

The Governing Council at VACS is committed to the Continuous Improvement model as a mechanism to assess its overall effectiveness. Each year the GC reviews its effectiveness through a variety of methods, i.e., results of the annual audit, feedback from parents, staff, and community, etc. If change is indicated then the GC will work accordingly.

2. Describe how the governing body will monitor operational, financial, and academic outcomes on an ongoing basis to ensure that the school is meeting its mission and vision.

The Governing Council reviews annual audits each year and will address any and all findings. In addition, all quarterly financial reports submitted to PED are reviewed by the governing body. One board member is a CPA and serves on the finance and audit committee ensuring compliance. In his expertise he, along with all members, use the mission to guide decisions.

3. Describe what steps your governing body and school will take to ensure that the operations of the school and governing body are transparent and open to the public.

VACS Governing Council and school are committed to transparency. All meetings are set each month on the same day, at the same time and place so families can plan ahead if they wish to attend. Notices of the meetings are kept in accordance with NM Open Meetings Act, as is the posting of agendas. Minutes and agendas are kept in binders located in the front office available for public view. The GC is constantly striving to make parents partners in their child's educational process.



## Part B—The Charter Renewal

### C. Waivers:

1. Identify the waivers as provided for in Section 22-8B-5 NMSA 1978 that you are requesting and describe how use of this waiver will support the school's plan. Additional information should be added as Appendix B.

**~VACS is not requesting any waivers at this time.**

No.	Requested Waiver	Description of how use of this waiver will support the school's plan
1.	N/A	N/A

2. Identify any *discretionary* waivers as provided for in Section 22-8B-5 NMSA 1978 or elsewhere in the Public School Code that you are requesting; and describe how use of this waiver will support the school's plan. Upon approval of the charter, the PED waiver request process must be completed. The following link provides forms for the various waiver options. [http://ped.state.nm.us/admin.personnel/waiver\\_requests.html](http://ped.state.nm.us/admin.personnel/waiver_requests.html). If this is an application to a local district, you must identify all waivers you are requesting from local board policies.

**~VACS is not requesting any discretionary waivers at this time.**

No.	Requested Discretionary Waiver	Description of how use of this waiver will support the school's plan
1.	N/A	N/A

**D. Partnerships:** If the school has identified a partner organization or a contractor that is essential to the existence of the charter school, its governance, key instructional, or management functions, provide the following information:

- ☐ name of the entity or person
- ☐ contact information
- ☐ description of the nature and purpose of the relationship with the charter school
- ☐ involvement in the school's governance (if applicable)

Attach copies of contracts, memorandums of understanding (MOU), or evidence of the terms of the proposed agreement with the partnership as *Appendix C*.

No.	Name of Entity or Person	Contact Information	Description of the nature and purpose of the relationship and involvement with the school's governance (if applicable)
1.	Our Lady of Sorrows Catholic Church – Rev. Fr. Stephen Imbarrato	Archdiocese of Santa Fe and Our Lady of Sorrows Parish 301 Camino del Pueblo Bernalillo, NM 87004 505-980-3446	VACS relies on Our Lady of Sorrows Catholic Church in order to house the current school campus

## Part B—The Charter Renewal

<b>2.</b>	Bernalillo Public School District	Bernalillo Public Schools 224 Camino Del Pueblo Bernalillo, NM 87004  Transportation – John Griego – 505-867-3207  Food Services – Debbie Trujillo – 505-404-5741	Bernalillo Public Schools provides both transportation as well as a meal program for the students of VACS
-----------	-----------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------

- E. **Third-Party Relationships:** Attach a copy of the proposed contract, MOU, or evidence of the terms of the proposed agreement with the Third-Party Relationship or contractor as an Appendix.

No.	Name of Entity or Person	Contact Information	Description of the nature and purpose of the relationship and involvement with the school's governance (if applicable)
<b>1.</b>	Pueblo of Santa Ana	Gov. E.J. Lujan Santa Ana Pueblo 02 Dove Road Santa Ana Pueblo, NM 87004 Attn: Millie Demmert – 771-6724	VACS works cooperatively with the Pueblo of Santa Ana in order to institute the KERES Language Program

## Part B—The Charter Renewal

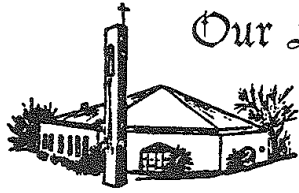
### VI. Facilities

Provide a description of the charter school facilities and assurances that the facilities are in compliance with the requirements of 22-8B-4.2 NMSA 1978. Attach a copy of approval from the Public School Facilities Authority regarding your facilities index rating.

VACS leases from Our Lady of Sorrow's Parish(OLOS) in their Educational Building located at 301 N. Camino del Pueblo, Bernalillo, New Mexico. Village Academy leases approximately 4500 square feet, which includes four full-size classrooms and one office. Two of the classrooms can be divided by accordion built-ins to accommodate individual or small group tutoring, testing, and/or ancillary services. In addition, VACS uses the OLOS Social Hall for breakfast, lunch and large group presentations. And students are permitted to use the basketball ball courts located between the school and the social hall. OLOS does have additional space to rent if VACS needed it. And, VACS has access to a local park next door to the parish for PE and other events.

Please see Appendices A for a letter from Richard Romero with the PSFA describing the current facility.

## Part B—The Charter Renewal



### Our Lady of Sorrows Parish

Santuario de San Lorenzo  
Mission San Jose, Algodones  
Mission San Antonio, Placitas  
Mission San Antonio, Sandia Pueblo

P.O. BOX 607 • 301 CAMINO DEL PUEBLO • BERNALILLO, NEW MEXICO 87004 • (505) 867-5252

September 19, 2012

Dear PEC,

This letter is to verify partnership with Village Academy Charter School. As the pastor of Our Lady of Sorrows Catholic Church, I am in a lease agreement with the school. We have been in partnership with the school since 2007.

I would like to take this opportunity to state my continued support for this school. I have seen the benefits that this school has provided to my community. If you have any questions, please feel free to contact me.

Thank you,

*Rev. Fr. Stephen Imbarrato*

Fr. Stephen Imbarrato

Pastor

*Call 505-980-3446*

## Part B—The Charter Renewal



*Student Centered  
Family Friendly*

PO Box 279  
Bernalillo, NM 87004-279  
(505) 867-9094

Memorandum of Understanding agreement is hereby entered into between the Village Academy Charter School, hereby referred as the "VACS" and the Bernalillo Public School District, 224 Camino Del Pueblo, Bernalillo, NM 87004 hereinafter known as the "BPS-Transportation Department."

This Memorandum of Understanding is entered between the BPS and VACS for the amended period, 2012-2013 School Year.

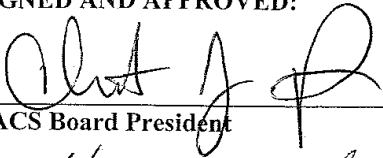
Whereas, the VACS and BPS has found this collaborative partnership as an effective means to sharing limited resources and reviewing and enhancing existing protocols and procedures so that services provided for students are continual, optimal, and are responsive to health needs of the VACS community.

1. The BPS-Transportation Department will be responsible for providing to and from transportation services for VACS during the 2012-2013 school year calendar.
  2. The BPS-Transportation Department will count VACS students on NM PED required reports for the purpose of funding.
  3. The VACA will follow the BPS school calendar. VACA will set bell times in order that BPS-Transportation not run extra routes utilize more buses or deviate from their regular bus schedules.
  4. VACS students who utilize transportation services will be required to adhere to the student code of conduct of BPS and VACS while being transported.
  5. The VACS will be responsible for notifying the BPS-Transportation Department of any field trips or special events. VACS will adhere to BPS- Transportation Department policies and procedures in regards to scheduling services for activities or special events. Contact will be made directly to the BPS Transportation Department at 505-867-3207 or by verbally informing transportation representatives, one day prior to changes.
  6. Any conflicts, issues, problems that the BPS-Transportation Department may have, BPS will immediately address with VASC Principal/Superintendent.
- In addition, the parties to this Memorandum of Understanding Agree:
- To keep all student information confidential.
  - To provide services regardless of the client's race, color, religion, sexual orientation, gender, national origin, age, military status, or mental/physical handicap.
  - This agreement is subject to change as agreed upon by both parties with 60 days prior notification.

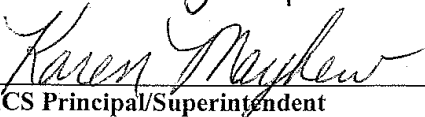
*Village Academy Charter School*

## Part B—The Charter Renewal


SIGNED AND APPROVED:

  
\_\_\_\_\_  
VACS Board President

Sept. 4, 2012  
\_\_\_\_\_  
Date

  
\_\_\_\_\_  
VACS Principal/Superintendent

9/4/12  
\_\_\_\_\_  
Date

  
\_\_\_\_\_  
VACS Business Manager

9/4/12  
\_\_\_\_\_  
Date

\_\_\_\_\_  
BPS Superintendent

\_\_\_\_\_  
Date

\_\_\_\_\_  
BPS Transportation Director

\_\_\_\_\_  
Date

*Village Academy Charter School*

## Part B—The Charter Renewal



*Student Centered  
Family Friendly*

PO Box 279  
Bernalillo, NM 87004-279  
(505) 867-9094

### MEMORANDUM OF UNDERSTANDING BETWEEN THE BERNALILLO PUBLIC SCHOOLS STUDENT NUTRITION PROGRAM (BPS SNP) AND THE VILLAGE ACADEMY CHARTER SCHOOL (VACS)

This Memorandum of Understanding is entered between the BPS SNP and VACS for the 2012-2013 School Year.

Whereas, the BPS SNP has found this collaborative partnership as an effective means to sharing limited resources and reviewing and enhancing existing protocols and procedures so that services provided for students are continual, optimal, and are responsive to health needs of the VACS community.

1. The BPS SNP will be responsible for providing healthy, well-balanced meals to the students of VACS.
2. The Bernalillo Middle School SNP will be responsible for preparing all meals, breakfast and lunch to the VACS.
3. VACS shall be responsible for notifying the Bernalillo Middle School Cafeteria staff on the number of meals needed for breakfast and lunch, Monday through Friday as follows: Breakfast counts will be called in by 1:00 p.m. the day before and 8:30 a.m. for same day service lunch.
4. The VACS will be responsible for notifying the BPS SNP staff of any field trips, special events and or changes in academic schedule that will prohibit regular meal delivery from being conducted. Contact will be made directly to the BMS Cafeteria Sandra Sisneros, Head Cook at 505-404-5282 or by verbally informing staff, one day prior to changes.
5. The BPS Nutrition Coordinator will work in coordination with the VACS Principal and/or the SFA Representative to provide professional development training to all Staff with respect to the Nutrition program services.
6. The BPS SNP will conduct monthly meetings with VACS Principal and/or Meal Program staff to assure the process between BPS SNP and VACS is progressing without concern/issues that are not overlooked. BPS Nutrition Coordinator and/or staff and VACS Principal and/or meal program staff will meet on the 20<sup>th</sup> of every month, unless otherwise rescheduled by both parties.
7. The VACS SFA Representative will be responsible for submitting reimbursement claims to the NM Public Education Department Student Nutrition Bureau.
8. The BPS SNP Administrative Assistant shall be responsible for submitting a monthly invoice to VACS with detailed information on meals delivered each month.
9. The VACS will provide payment to BPS SNP on a monthly basis for meals received as follows: Breakfast meals at the cost of \$1.85 per student and Lunch meals at the cost of \$3.09 per student. Adult cost of meals will be at \$2.50 for breakfast and \$3.50 for lunch.
10. Any conflicts, issues, problems that the VACS Principal might have with the nutrition program shall be addressed to the Nutrition Coordinator of BPS SNP.
11. This memorandum shall be effective beginning August 14, 2012 to May 24, 2013

In addition, the parties to this Memorandum of Understanding Agree:

- To keep all student information confidential.


*Village Academy Charter School*

## Part B—The Charter Renewal

- To provide services regardless of the client's race, color, religion, sexual orientation, gender, national origin, age, military status, or mental/physical handicap.
- This agreement is subject to change as agreed upon by both parties with 60 days prior notification.

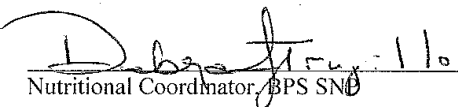
This Memorandum of Understanding will be contingent upon funding awarded to the Village Academy Charter School.

SIGNED AND APPROVED:

  
Board President, Village Academy Charter School


8/1/2012

Date

  
Nutritional Coordinator, BPS SNE

8/1/2012

Date

  
Principal, Village Academy Charter School

8/1/2012

Date

*Village Academy Charter School*



## Part B—The Charter Renewal

PUEBLO OF SANTA ANA - DEPARTMENT OF EDUCATION  
Language & Culture Programs

DRAFT

MEMORANDUM OF AGREEMENT  
BETWEEN  
PUEBLO OF SANTA ANA AND VILLAGE ACADEMY CHARTER SCHOOL  
TO SUPPORT THE 6<sup>TH</sup>-8<sup>TH</sup> GRADE  
SANTA ANA KERES LANGUAGE PROGRAM

THIS AGREEMENT is made and entered into by the Pueblo of Santa Ana, hereinafter referred to as the “Pueblo” and Village Academy Charter School, hereinafter referred to as “VACS”. The purpose of this agreement is to recognize the roles and responsibilities to support the Santa Ana Keres Language and Culture 6<sup>th</sup>-8<sup>th</sup> grade program.

WHEREAS, VACS recognizes that the Santa Ana Keres language and culture continued to be a necessary part of Pueblo government, social and religious structures.

WHEREAS, VACS recognizes that the Santa Ana Keres language and culture are the sole properties of the Pueblo.

WHEREAS, the Pueblo and VACS desire to effectuate an agreement to continue developing and supporting a Santa Ana Keres Language and Culture program honoring the following:

1. Maintain and increase the Keres language skills of Santa Ana students; and
2. Utilize the Keres language as a tool to motivate academic success among Pueblo students attend VACS; and
3. Teach Santa Ana Keres language and culture exclusively to Santa Ana students, in keeping and protecting cultural property rights of the Pueblo; and
4. Immersion or dual language teaching techniques will be used by Santa Ana Keres language and culture teachers.
5. Maintain open lines of communication to support and implement the Santa Ana Keres language and culture 6<sup>th</sup>-8<sup>th</sup> grade program.

NOW, THEREFORE, the Pueblo does hereby agree as follows:

1. The Pueblo of Santa Ana Director of Education and/or the Program Manager of Language and Culture will provide guidance for the Santa Ana Keres Language and Culture 6<sup>th</sup>-8<sup>th</sup> program.
2. The Pueblo of Santa Ana Director shall ensure that the Santa Ana Keres language teachers and substitute teacher will be certified through the New Mexico Public Education Department.
3. The Pueblo of Santa Ana shall provide funding for all costs associated with the training of Keres language teachers and substitute teachers.

## Part B—The Charter Renewal

4. The Pueblo of Santa Ana shall provide funding for the purchase of necessary supplies, materials, and equipment necessary to implement the Keres language program.

THE VILLAGE ACADEMY CHARTER SCHOOL will perform the following activities pursuant to this Agreement:

1. Incorporate the Santa Ana Keres language class into the overall educational structure by providing classroom space and schedule for students to attend the Keres language class.
2. Support the Santa Ana language and culture teacher and/or substitute teacher in the daily operations of the school.

### TERMINATION OF AGREEMENT or AMENDMENT

Either party hereto, upon thirty (30) days written notice to the other party, may terminate this Agreement. By such termination, neither party may nullify obligations incurred prior to the effective date of the termination. Termination of agreement shall not operate to negate certification issued pursuant to the Agreement.

This Agreement shall not be altered, changed, or amended except by an instrument in writing executed by the parties hereto.

IN WITNESS WHEREOF, THE PARTIES HAVE EXECUTED THIS Agreement as of the most recent date of both signatures appearing below.

### THE PUEBLO OF SANTA ANA:

\_\_\_\_\_  
GOVERNOR E.J. LUJAN

\_\_\_\_\_  
Date

### VILLAGE ACADEMY CHARTER SCHOOL:

\_\_\_\_\_  
Principal

\_\_\_\_\_  
Date

Every year we, VACS,  
have an agreement  
(MOU) w/ Santa Ana  
Pueblo to offer  
Keres. This year's  
will be finalized  
by Oct. 3<sup>rd</sup> Karen  
Mayhew



**Part C—Most Current Charter Application/Contract**  
**VILLAGE ACADEMY CHARTER SCHOOL**

**Part C**  
**Most Current Charter Application/Contract**

**Table of Contents**

Indicate the page numbers for each section in the designated column. Please include not only a copy of your most current charter application/contract, but also copies of all approved amendments to this charter.

<b>Most Current Charter Application/Contract—Reference</b>	<b>Page(s)</b>
<b>I. Most Current Charter Application/Contract</b>	61-196
<b>II. Approved Amendments</b>	N/A



## **VILLAGE ACADEMY CHARTER SCHOOL**

**2009**

# **STATE-CHARTERED CHARTER SCHOOL RENEWAL APPLICATION**

PO Box 279

Bernalillo, NM 87004-279

(505) 867-9094

[info@villageacademyplacitas.com](mailto:info@villageacademyplacitas.com)

<http://villageacademyplacitas.com>

## **GLOSSARY OF TERMS**

### **USED IN THE RENEWAL APPLICATION**

**Alignment of Curriculum:** The curriculum of all public schools must be aligned with the New Mexico Content Standards, Benchmarks and Performance Standards. The alignment process includes: (1) A systematic comparison of the charter school curricula with the NM Standards; (2) Identification of gaps between the NM Standards and the charter school curricula; and (3) Writing additional curricula to address the identified gaps. (*NM State Board of Education Policy on Educational Standards, October 1999*)

**Assessment:** A method, tool or system to evaluate and demonstrate student progress toward – or mastery of – a particular learning standard or goal. (Examples: A standardized test, short-cycle tests, teacher-developed tests, a portfolio-judging system, etc.)

**Class Size, Projected:** Number of students per grade level.

**Current Operating Charter/Current Charter:** The current operating charter/current charter is the initial charter (or renewed charter if previously renewed) including any amendments and/or changes that have been made to the charter.

**Curriculum in Charter Schools:** The content of a charter school curriculum must align with the New Mexico Content Standards, Benchmarks and Performance Standards; however, charter schools may develop alternative and innovative ways of structuring and delivering their educational curriculum to meet the NM Standards. The choice of an alternative curricular approach requires that a scope and sequence be included in the Charter School application to demonstrate what will be taught at what grades levels, grade spans, age levels or sequence based on the alternative curriculum format. Examples of alternative curricular approaches include but are not limited to: Expeditionary Learning; Montessori; International Baccalaureate; thematic instruction; Waldorf; experienced-based curriculum; and digital curriculum.

**Goals:** (Refer to SMART Goals definition.)

**Instructional Hours:** Hours in which regular students are in school-directed programs, exclusive of lunch. [22-2-8.1 NMSA 1978]

**New Mexico Content Standards, Benchmarks and Performance Standards:** The State of New Mexico has established the Content Standards with Benchmarks and Performance Standards to be used by all public schools, including charter schools, and state-supported educational institutions to develop, deliver, and assess curriculum. The NM Standards may be accessed at <http://www.ped.state.nm.us/nmStandards.html> .

**NM Standards:** (refers to New Mexico Content Standards, Benchmarks and Performance Standards)

**Partnership:** a partner organization that is essential to the existence of the charter school, its governance, key instructional and/or management functions.

**Renewal Charter** – The current charter with past approved amendments and requested changes that will become effective during the renewal term if approved. (PART C of the 2009 State-Chartered Charter School Renewal Application Kit)

**Scope and Sequence:** A scope and sequence should include the following components:

- Grade levels, grade spans, age spans and/or other sequence;
- The knowledge, content areas and/or organizing themes within the grades levels, grade spans, age spans and/or other sequence.

**SMART Goals:** Student Performance Expectations must be written as SMART Goals. The criteria for SMART Goals are as follows:

- **Specific.** A well-defined goal must be specific, clearly and concisely stated, and easily understood. Educational goals should be tied to learning standards that specify what students should know and be able to do, for each subject or content area and for each grade, age, or other grouping level.
- **Measurable.** A goal should be tied to measurable results to be achieved. Measurement is then simply an assessment of success or failure in achieving the goal.
- **Ambitious and Attainable.** A goal should be challenging yet attainable and realistic.
- **Reflective of the School's Mission.** A goal should be a natural outgrowth of the school's mission, reflecting the school's values and aspirations.
- **Time-Specific with Target Dates.** A well-conceived goal should specify a timeframe or target date for achievement.

**Special Populations:** Special populations may include students who have been identified with special needs that require an Individualized Education Plan, a 504 plan, English as a Second Language (ESL) Instruction, Gifted education, or who require access to ancillary services including, but not limited to, counseling and health.

**Student Performance Expectations:** (Refer to SMART Goals definition.)

**PART A**

**PERFORMANCE REPORT**

*(A Report on the Current Charter Term)*



## **PART A - PERFORMANCE REPORT**

### **TABLE OF CONTENTS**

Indicate the page numbers for each section in the designated column.

<b>PERFORMANCE REPORT ( A Report on Current Charter Term)</b>	<b>Page(s)</b>
I. Report on Progress	A-3
II. Financial Statement	A-10
III. Petition of Support From Employees *	Exhibit 39
IV. Petition of Support from Households *	Exhibit 40
V. Facilities	A-13
VI. Term of Renewal	A-13
VII. Appendices *	Comp. Appendix after Part C

**\*NOTE: Exhibits and requested documents have been combined in the Comprehensive Appendix following Part C.**

## PART A - PERFORMANCE REPORT

### I. REPORT ON PROGRESS

A report on the progress of the charter school in achieving the goals, objectives, students' performance standards, state minimum educational standards, and other terms of the initial approved charter application, including the accountability requirements set forth in the Assessment and Accountability Act.

**1. New Mexico Educational Standards** (as measured by the New Mexico Standards Based Assessment and reported in the NMPED School Accountability Reports)

#### AYP SUMMARY – ALL STUDENTS

Year	Percent Proficient		Met AYP Goal	
	MATH	READING	MATH (yes/no)	READING (yes/no)
2009	7.7	33.3	No	Yes
2008	13.6	13.6	No	No
2007	*	*	*	*
2006	NA	NA	NA	NA

\* Not on AYP reports due to small N  
NA – planning year, no students attending

**2. Student Academic Performance Standards Identified in the Current Charter**

#### School Niche Market (Demographics)

The table below, showing a disproportionate number of males at the school, hints at the school's attraction for students with attendance, discipline concerns or students who were underserved by

## PART A - PERFORMANCE REPORT

traditional public school settings. These students attend VACS as a means of attempting to address educational needs that have been poorly met at other schools.

Gender	Percent
Females	37%
Males	63%

Ethnicity	Percent
American Indian	27%
Caucasian/White	33%
Hispanic	41%

### GOALS

Village Academy Charter School's goals and objectives listed below are grouped to cover the long list originally developed. The school uses continuous improvement principles to drive data based decision making. The school and teachers adopt evidence-based practices to increase school and student performance. VACS staff select practices based on a practice's effectiveness with their target population. Teachers, in particular, rely on information from various assessments to guide student grade level standards attainment.

#### Goal 1: Students Perform at State Standard

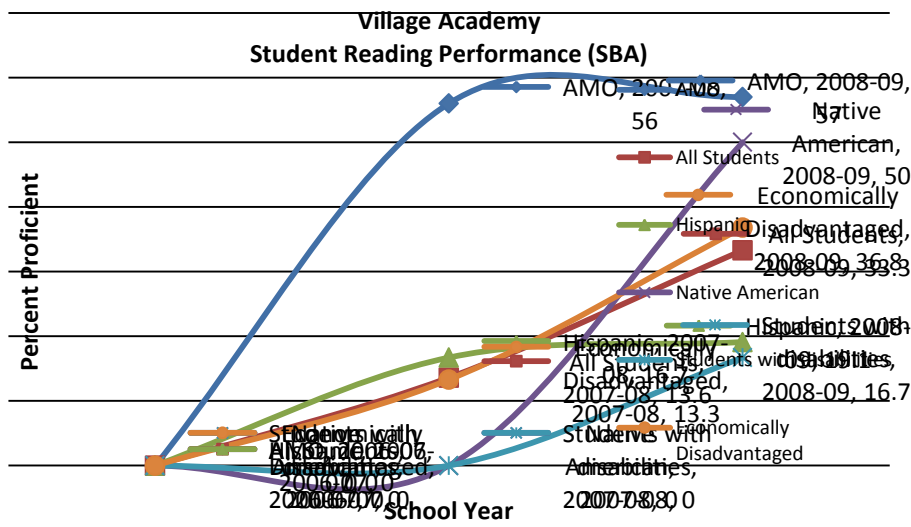
Objectives:	Measure:	Outcomes:
<ol style="list-style-type: none"> <li>1. Mastery of the appropriate State Standards. <ol style="list-style-type: none"> <li>a. Read fluently on grade level.</li> <li>b. Communicate in written form using appropriate language skills.</li> <li>c. Solve mathematical problems &amp; master basic math facts.</li> </ol> </li> <li>2. Increase students efficacy at school experiential learning <ol style="list-style-type: none"> <li>a. Use simulation Mesa, group investigation ice skating, experimentation, and cooperative learning CAP. Martial arts</li> </ol> </li> <li>3. Utilize technology.</li> </ol>	<ol style="list-style-type: none"> <li>1. NMSBA</li> </ol>	<ol style="list-style-type: none"> <li>1. Progress meeting State standards <ol style="list-style-type: none"> <li>a. 46.1% of students read proficiently or improve one proficiency level in one year</li> <li>b. 44% meet State writing standards (half of those improved an entire proficiency level)</li> <li>c. 38.4% of students solve math problems proficiently or gained a proficiency level.</li> </ol> </li> <li>2. Increase students efficacy at school through Project based learning <ol style="list-style-type: none"> <li>a. 100% of students participate.</li> </ol> </li> <li>3. Used in Math, Science, &amp; Read 180,</li> </ol>

## PART A - PERFORMANCE REPORT

	2. Participation rates	
	3. Staff reports	

### Statement of Progress

Reading performance has lagged behind AMO annually. However, this year scores increased dramatically due to instructional improvements lead by continuous improvement processes.



\* Native American & disability student sub-groups were not reported 2007-08 due to low cell size.

PED did not publicly release 2006-07 results

The table below shows growth trends for the last school year. Over 38% of students attending VACS gained an entire proficiency level in one academic school year. This is the only way students functioning below grade level can expect to catch up with their classmates. Although VACS expects students to reach proficiency ultimately, they expect that students will require multiple years to reach proficiency. Green cells show students proficient or gaining at least one proficiency level. Red cells show students below proficiency or losing ground as measured by the test.

## PART A - PERFORMANCE REPORT

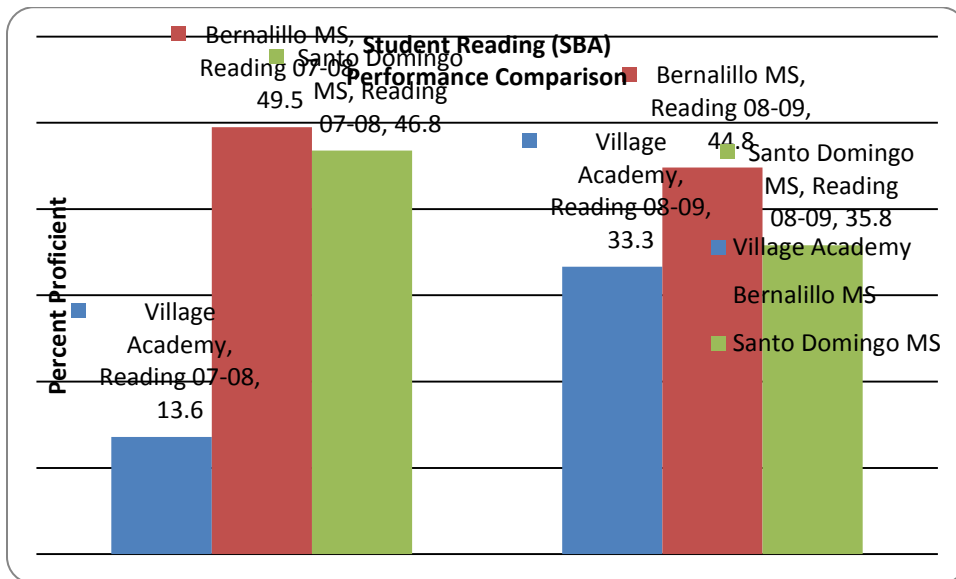
Although the static AMO results appear well below AYP designated targets, few interventions show the amount of effectiveness that VACS shows in both reading and math in terms of growth. Never the less, the VACS staff strives for higher AMO results and plans to redesign the math curriculum to produce the same improvement their reading curriculum redesign produced.

### Proficiency Levels Across Two Years

Reading 0809 SBA

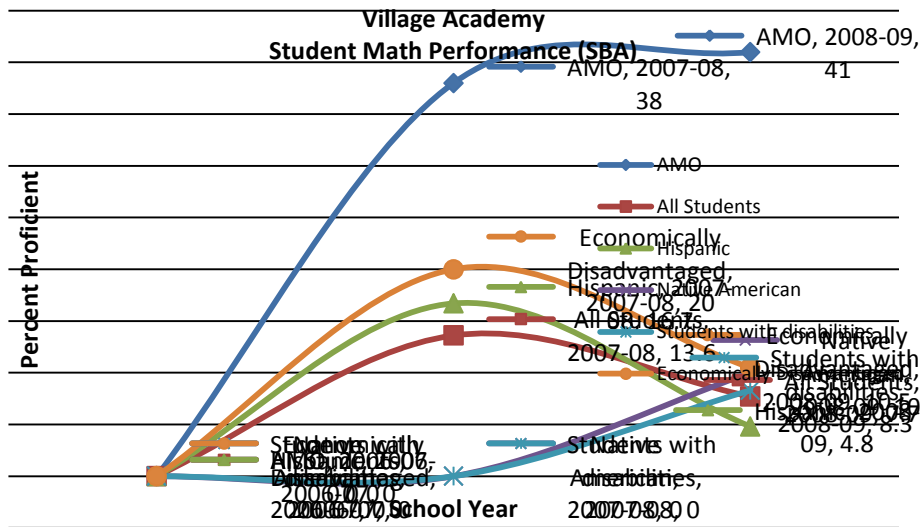
		1	2	3
Reading 0708 SBA	1	3.8%	19.2%	0.0%
	2	3.8%	46.2%	19.2%
	3	0.0%	0.0%	7.7%

Despite VACS attracting challenging students they have begun to generate reading results comparable to local schools. The table below shows the outstanding reading improvements from the 2007-08 school year to the 2008-09 school year.



## PART A - PERFORMANCE REPORT

Math performance has lagged behind AMO annually. This application presents plans later in this document for improving Math performance as part of the schools continuous improvement efforts.



\* Native American & disability student sub-groups were not reported 2007-08 due to low cell size.

PED did not publicly release 2006-07 results

The table below shows growth trends for the last school year. Nearly 35% of students attending VACS gained an entire proficiency level in one academic school year. This is the only way students functioning below grade level can expect to catch up with their peers. Although VACS expects students to reach proficiency ultimately, they expect that students will require multiple years to reach proficiency. Green cells show students proficient or gaining at least one proficiency level. Red cells show students below proficiency or losing ground as measured by the test.

### Proficiency Levels Across Two Years

Math 0809 SBA

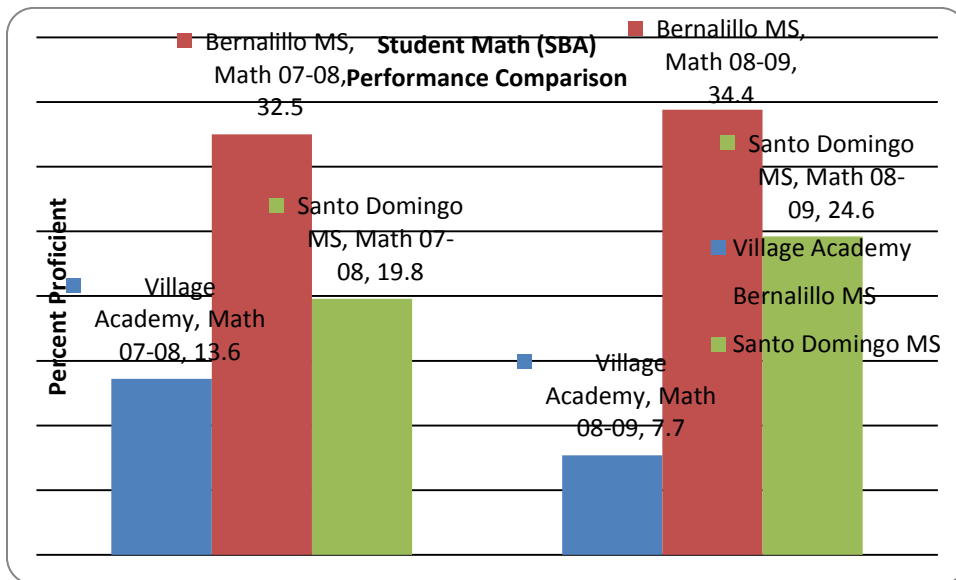
		1	2	3
Math 0708	1	7.7%	30.8%	0.0%

## PART A - PERFORMANCE REPORT

SBA

2	0.0%	46.2%	3.8%
3	0.0%	7.7%	3.8%

The table below shows low math performance relative to other local schools. Combined with data above these results emphasize the need for curricular improvement in math.



### Goal 2: Students Develop Citizenship

Objectives	Measures:	Outcomes:
1. Respect the rights of other's attempts to learn. a. Take responsibility for actions. b. Evaluate and manage own behavior as a group member. c. Demonstrate consideration for individual similarities and differences. d. Practice respect for laws and rights of self and others.	1. Discipline records 2. Staff reports	1. <b>Disciplinary referrals reduced to 4 in 08-09 from 18 in 07-08.</b>  2. 8 <sup>th</sup> graders develop higher goals for Next Step Plans than they would have without VACS (e.g.

## PART A - PERFORMANCE REPORT

2. Create a positive vision for self and future.		many plan for challenging math or college prep course work in high school)
--------------------------------------------------	--	----------------------------------------------------------------------------

### ***Statement of Progress***

Many of the students entering VACS have attendance and behavior challenges that other schools addressed poorly. Although student behavior challenges often present soon after enrollment, this staff through special training and curricular modification, manages to effectively engage students and reduce behavior challenges that other schools have given up on.

### **3. School-Level or Organizational Goals Identified in the Current Charter**

Goal 3: School will develop infrastructure to support data driven decision-making

<b>Goals &amp; Objectives</b>	<b>Measure</b>	<b>Outputs</b>
<b>Objectives</b>  1. The school will use a range of assessments to determine student progress, and 2. will participate in the New Mexico Standards Based Assessment and 3. STARS Reporting program, 4. The school will have staff attendance rates equal to or higher than the average attendance rate. 5. The school will prepare an annual Quality of Education School Performance Report Card that compares favorably with schools that have similar student populations within the state. 6. The school will provide new professional opportunities for teachers  7. The school will create opportunities to tap the expertise and experience of qualified	1. Demonstrated use at site visit 2. Annual PED AYP report 3. No STARS failure to report notices 4. Attendance concerns on PDPs 5. Q of E reports available 6. Teacher reported attendance.  7. Demonstrated curricular units at	1. School used: NMSBA, NWEA MAP, Read 180, Custom Core Knowledge Assessment 2. Met test Participation goals all three years 3. Met STARS reporting on the school's first quarter and every reporting period since. 4. 5 FTEs (7 staff) with no attendance concerns on any PDP 5. Not achieved. Collaboration among the Charter district and VACS have not yielded VACS Q of E results. See corrective plan below. 6. Trainings provide: Advanced Placement training, Read 180, Verbal de-escalation, Diversity training, Native American Culture, Base 10, Microsoft Outlook 7. Olympic level gymnast & ice skater introduce new skills and attitudes, local Police mentor students, Hispanic astronaut, Sandia Lab conducts guest lesson, visit air traffic ctrl, etc. 8. Reading instruction modified,



## PART A - PERFORMANCE REPORT

professionals not currently employed in the public school system.	site visit.	Math instruction identified for modification.
8. Use continuous improvement processes to maximize instructional impact	8. Modifications evident at site visit.	

### ***Statement of Progress***

As a new charter school, VACS managed to meet all STARS (Student Teacher Accountability Reporting System) reporting requirements, participated in NM Standards Based Assessment, conducted required Short Cycle Assessments, met attendance goals the most recent 2 of 3 years, all while serving a group of students that often arrive with challenging behavior patterns. Meeting all major reporting requirements shows the efficacy of the schools organizational infrastructure and staff skill.

After initial charter approval, the administration developed additional processes to address financial and staff policy concerns not originally anticipated. This continued process development serves to cement the institutionalization of educational policy and practice at the school.

VACS effectively engages the local community to support the school and students. Local experts expose students to new experiences and attitudes students can draw from for the rest of their lives.

Examples of this involvement are:

- VACS students prepare a float and participate in the Town of Bernalillo's Annual Festival of Lights Parade (and win ribbons every year!).
- Students regularly donate food to the local Mission.
- VACS received the Golden Apple Award from the Town of Bernalillo Council to recognize our excellent school.

Others mentor students as they interact in the community. This community engagement may yield future leaders and involved citizens in general.

## **PART A - PERFORMANCE REPORT**

### **II. FINANCIAL STATEMENT**

**A financial statement that discloses the costs of administration, instruction and other spending categories for the charter school that is understandable to the general public that will allow comparison of costs to other schools or comparable organizations and that is in a format required by the Public Education Commission.**

1. Provide a clear, concise narrative statement demonstrating that the school has competently and effectively managed its finances, including evidence from annual budgets as well as findings of independent financial audits.

## **PART A - PERFORMANCE REPORT**

2. Provide any negative findings from independent audits and/or budget deficits in a particular fiscal year, and how the school responded, including any changes made to fiscal management.

VACS Principal, Pamela Engstrom, hired Gilbert Mondragon, former NMASBO board member and retired District Director of Finance, as contract business manager for VACS, beginning in May 2009. The Governance Council and the Principal sought Mr. Mondragon's assistance to develop more rigorous and stringent fiscal controls, policies and procedures. These new policies and procedures were based on recommendations disseminated at PED's 2009 Spring Budget Conference, including the implementation of COSCO internal control standards. These new policies and procedures were approved by Village Academy's governing council on September 16, 2009 and are now in effect. In addition, the principal was trained on supervising fiscal systems under Apta-Fund and the business/administrative staff was also trained on Apta-Fund in order to maximize quality control and fiscal performance.

Listed below are the audit findings and responses prepared by Mr. Gilbert Mondragon to address our June 2008 fiscal audit. In response to the downturn in the economy last year and gloomy financial projections, Village Academy conducted operations in a fiscally prudent and cost-effective manner, while still delivering strategically targeted instructional services. This allowed VACS during Fiscal 2009, to accrue healthy carryover funds, adding to the school's financial stability for Fiscal 2010. Additionally, PED selected Village Academy Charter School to participate in the new Equalization Formula Pilot Program. The administrative team is very excited about the opportunity to gain experience early on, in this financial area.

### **VILLAGE ACADEMY CHARTER SCHOOL**

#### **RESPONSES TO AUDIT FINDING ON**

#### **AUDITOR'S REPORT-6/30/2008**

**Finding #06-09, Page #187 Independent Auditor's Report – Budgetary Conditions Funds –The school has expenditure functions in which actual expenditures exceeded budgetary authority by \$30,591.**

**Corrective Action: Village Academy Charter school will monitor expenditures on a regular on-going basis to assure that expenditures do not exceed budgetary authority. Our school has purchased a new accounting software (Apta Fund) that will alert the user whenever expenditure will exceed budget authority. The Business Manager will process a BAR to the council to move funds into budget line**

## **PART A - PERFORMANCE REPORT**

item so as to not exceed authority. The Business Manager and the Principal will be the responsible persons for this task.

**Finding #06-11, Page #188 Independent Auditor's Report - Cash Disbursement Funds – 19 of 30 disbursement did not have supporting documentation available. In addition, 1 of 30 disbursements did not have a purchase order signed or initiated. The items in question totaled \$31,079.**

**Corrective Action: Under no circumstance will disbursements be processed unless all supporting documentation is available. Supporting documentation that is required is a purchase requisition, a purchase order, invoice, and a receiving report to assure all goods or services have been received. The Office manager, Business Manager, and Principal will be the responsible persons for this task**

**Finding #07-07, Page #188 Independent Auditor's Report – Cash Disbursement – The Charter School does not use a pre-numbered receipt book. In addition, 1 of 15 deposits were not recorded within 24 hours.**

**Corrective Action: The Charter school is currently utilizing a pre-numbered receipt book and all deposits will require that a receipt be issued prior to depositing funds. A deposit log is kept for all funds deposited into bank. All deposits will be made within the 24 hour rule. The office manager will be responsible for assuring that all funds are receipted and deposited within the 24 hour rule. The Office Manager, Business Manager will be the responsible persons for this task**

**Finding #07-08, #Page 189 Independent Auditor's Report – Payroll Violation - 1 of 16 payroll check copies could not be located. In addition, 1 of 11 employee's wages did not agree with their employment contract; 7 of 11 employees tested did not have correct insurance amounts being withheld. Also noted, that all eleven employees were missing I-9 forms. 1 of 11 employees was missing form W-9, and 3 of 11 employees were missing copies of their education certificates.**

**Corrective Action: Business Manager assures that all copies of employees checks are copied before distribution and filed accordingly. Also, all employment contracts, W-4s, I-9s, and applicable deductions are checked prior to entering data into Apta Fund payroll by the Business Manager. On a periodic basis, Principal will conduct an internal audit to insure that all these documents have been completed. The Office Manager, Business Manager, and Principal will be the responsible persons for this task.**

## **PART A - PERFORMANCE REPORT**

**Finding #07-10, Page # 189, Independent Auditor's Report - Internal Controls Over Travel & Per Diem and Lack of Supporting Documentation - The Charter School does not have adequate internal controls over travel and per diem and training expenditures. The Charter School was not able to provide supporting documentation for three out of seven items tested. Items in question total to \$1,021.**

**Corrective Action: The Charter School has established policies and procedures that address internal controls over travel and per diem. Our Governance council approved these policies and procedures on September 16, 2009. All travel, per diem, and training reimbursements will be checked by the Business Manager and signed by the Principal to insure compliance with policies and procedures.**

**Finding #07-12, Page #190 Independent Auditor's Report – ERB Reports and Contributions - The ERB reports for July 2007 through December 2007 were not filed timely. The Charter contracted with an outside CPA firm to complete and correct the reports. This process was completed in February 2008.**

**Corrective Action: ERB reports are being completed and filed on a timely basis. The Charter School has hired a new contracted Business Manager who has extensive experience with school finances. The Business Manager will be the responsible person for this task.**

**Finding #07-14, Page #190 Independent Auditor's Report – Internal Control Structure Standards - Based on our observation during the performance of the audit, it appears that Village Academy Charter School is not in compliance with NMAC 6.20.2.11. The accounting records provided to GPS for audit procedures were incomplete and missing information as a result. Village Academy Charter contracted with an outside CPA firm to clean up their records. This process took place in February and March of 2008. The information was improved; however, some items remained to be incomplete due to the clean up occurring mid-year.**

**Corrective Action: The Village Academy has hired a new contracted Business Manager who has extensive experience in school finance. The Village Academy is now in compliance with NMAC 6.20.2.11. The Business Manager and the Principal will be the responsible persons for this task.**

## **PART A - PERFORMANCE REPORT**

**Finding #07-15, Page #191 Independent Auditor's Report – Audit Report- The School's audit report for the year ended June 30, 2008 was not submitted to the State Auditor by the required due date, November 15, 2008. The audit report was submitted to the State Auditor's Office on March 31, 2009.**

**Corrective Action: The Village Academy audit for 2008-2009 was started on August 3, 2009 and all field work was completed by the new auditor's staff, Accounting & Consulting Group, LLP. The Charter school had done its part in making sure that audit is submitted on a timely basis. The Business Manager and the Principal will be the responsible persons for this task.**

### **V. FACILITIES**

**A description of the charter school facilities and assurances that the facilities are in compliance with the requirements of Section 22-8B-4.2 NMSA 1978.**

Provide a brief description of the charter school facility and assurances that the school is in compliance with all building, health, safety, and insurance requirements, as described in Section 22-8B-4.2 NMSA 1978. Include a copy of the school's current E-Occupancy Certificate.

Village Academy has leased the Our Lady of Sorrow's (OLOS) Motivation Center located at 303 N. Camino del Pueblo, in Bernalillo, New Mexico. Village Academy leases 4562 square feet, which includes 4 full-size classrooms and one office. Two of the four classrooms have accordion dividers that assist with privacy for individual tutoring, testing and related services. Our students have access to OLOS Social Center for lunch and beautiful well maintained park nearby with ample space for students' physical activity. Our school has received E-Occupancy Status (see attachment) and has annual inspections, one as recently as August 2009. We have an annual lease with an option to renew each year. VACS GC is currently working on next year's lease to include our 9<sup>th</sup> grade as there is available classroom space as two potential classrooms are currently not being leased by Village Academy Charter School.

### **VI. TERM OF RENEWAL**

## **PART A - PERFORMANCE REPORT**

**A statement of the term of the renewal requested, if less than five (5) years. If a charter school renewal application does not include a statement of the term of the renewal, it will be assumed that renewal is sought for a term of five (5) years.**

State the term of renewal requested if less than five (5) years.

### **VII. APPENDICES**

Please provide each of the following documents as an appendix:

- Petition of Support from Employees;
- Petition of Support from Households.

## **PART B**

### **PROPOSED CHANGES DOCUMENT**

*(This document specifies the changes requested for the renewal term of the charter.)*



## INSTRUCTIONS FOR PART B: COMPLETION OF THE PROPOSED CHANGES DOCUMENT RENEWAL CHARTER

As part of the renewal application process, changes from the current charter may be requested for approval by the Public Education Commission. Any requested change stated in the Proposed Changes Document (page B-3) should be incorporated into the appropriate section or subsection of the Renewal Charter (Part C). A rationale for the change must be provided.

Complete the Proposed Changes Document as follows:

- **SECTION AND/OR SUBSECTION TO BE CHANGED:** Use the Section and/or Subsection Headings from PART C – The Renewal Charter Application to identify where the requested change is located in your renewal charter.

For example, if the grade levels the charter will serve is a proposed change for the renewal term, the first box should read as follows: “V. Educational Plan, B. Educational Program, 2. Grade Level.” The corresponding page number(s) from the Renewal Charter would then be indicated in the column to the right.

### EXAMPLE:

<b>CHANGE #1 - Section and/or Subsection to be Changed</b>	<b>Page Number(s)</b> From the Renewal Charter (PART C)
V. Educational Plan, B. Educational Program, 2. Grade Level	Pages 47-48 (PART C)

- **THE CHANGE AS STATED IN THE RENEWAL CHARTER:** Clearly specify the change to your current charter that will become effective July 1, 2010 if approved by the PEC. This column should be an exact duplicate of what is written in the Renewal Charter (PART C) in the appropriate section or subsection indicated in the document.
- **RATIONALE FOR THE CHANGE(S):** The Rationale for the Change should contain a statement of need and supporting evidence for the change that will be incorporated into the Renewal Charter.

## State-Chartered Charter School Renewal Application

### PART B - PROPOSED CHANGES DOCUMENT

<b>CHANGE #1 - Section and/or Subsection to be Changed</b>		<b>Page Number(s)</b> From the Renewal Charter (PART C)
C-II		C-4
<b>THE CHANGE AS STATED IN THE RENEWAL CHARTER</b> <i>(Exact duplicate of what is written in PART C - The Renewal Charter)</i>	<b>RATIONALE FOR THE CHANGE(S)</b> <i>(Must include a Statement of Need and Supporting Evidence)</i>	
<b>Enrollment Information:</b>  Grade span at full enrollment <u>6-12</u>  Total number of students at full enrollment (enrollment cap)  <u>144</u>	In the course of serving our school community, the Village Academy school leadership recognized growing student interest in a high school program. Students and parents alike had expressed their concerns about a lack of instructional continuity after 8 <sup>th</sup> -grade graduation. They were frustrated about students' inability to complete their education within a unified VACS educational system that addresses and supports their learning styles and interests.	

<b>CHANGE #2 - Section and/or Subsection to be Changed</b>		<b>Page Number(s)</b> from the Renewal Charter (PART C)
<b>THE CHANGE AS STATED IN THE RENEWAL CHARTER</b> <i>(Exact duplicate of what is written in PART C - The Renewal Charter)</i>	<b>RATIONALE FOR THE CHANGE(S)</b> <i>(Must include a Statement of Need and Supporting Evidence)</i>	

<b>CHANGE #2 - Section and/or Subsection to be Changed</b>		<b>Page Number(s)</b> from the Renewal Charter (PART C)
<b>THE CHANGE AS STATED IN THE RENEWAL CHARTER</b> <i>(Exact duplicate of what is written in PART C - The Renewal Charter)</i>	<b>RATIONALE FOR THE CHANGE(S)</b> <i>(Must include a Statement of Need and Supporting Evidence)</i>	

# **PART C**

## **THE RENEWAL CHARTER**

### **DIRECTIONS**

**Part C – The Renewal Charter** requires the applicant to write the school’s proposed Renewal Charter using the sections, subsections and prompts as a guide.

The completed Renewal Charter will be reviewed relative to:

- (1) Legal Requirements;
- (2) Clarity; and
- (3) Completeness.

## **PART C – THE RENEWAL CHARTER**

### **I. TABLE OF CONTENTS**

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This **Table of Contents** document must be included as the first section of the renewal charter with corresponding page numbers in the column to the right. The renewal charter submission must contain each of the section and sub-section titles in the same order as indicated below.

---

<b>Sections and Subsections</b>	<b>Page Number(s)</b>
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<b>IV. CHARTER SCHOOL MISSION AND STATEMENT OF NEED</b>	C-9
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## PART C – THE RENEWAL CHARTER

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## PART C – THE RENEWAL CHARTER

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B. WAIVERS	C-83
<b>IX. APPENDICES* *NOTE: Exhibits and requested documents have been combined in the Comprehensive Appendix following Part C.</b>	Comp. Appendix after Part C

## PART C – THE RENEWAL CHARTER

### II. RENEWAL CHARTER COVER SHEET

#### School Information:

Name of Charter School: VILLAGE ACADEMY CHARTER SCHOOL

Name of Principal Pamela Engstrom

Daytime Tel (505 867-9094) Fax (505   ) 867-0594

Alternate Tel (505   ) 363-0427 E-mail [pamengstrom@vacsnm.com](mailto:pamengstrom@vacsnm.com)

Name of Governing Council President: Chris Pino

Daytime Tel ( 505 ) 306-8158 Fax (505   ) 867-0594

Alternate Tel (    )    E-mail cpino@vacsnm.com

Name of District Authorizer the school is requesting to transfer from: Bernalillo PSD

#### Enrollment Information:

Grade span at full enrollment 6-12

Total number of students at full enrollment (enrollment cap) 144

Complete the chart:



## **PART C – THE RENEWAL CHARTER**

<b>School Year</b>		<b>Grade Levels</b>	<b>Total Projected Student Enrollment</b>
First Year	2010-11	6-9	81
Second Year	2011-12	6-10	102
Third Year	2012-13	6-11	123
Fourth Year	2013-14	6-12	135
Fifth Year	2014-15	6-12	144

## **PART C – THE RENEWAL CHARTER**

### **Abstract of Renewal Charter School:**

Provide an abstract (summary) in narrative form that succinctly describes the charter school. Include in the narrative, the school's location, grade levels, enrollment, mission, and educational philosophy and approach. This abstract is to be limited to one page.

Village Academy Charter School, located in Bernalillo, New Mexico, will continue to provide at-risk, or “promising” students, grades 6-8 with a rigorous and relevant middle school curriculum based on the Core Knowledge Scope and Sequence, rooted in real-life experience, aligned to NM State Standards and Benchmarks, and supported by English as a Second Language (ESL) strategies. Our middle school enhances the curriculum by offering multi-sensory, integrated modes of instruction for active learners, e.g. Read 180 and MESA (Math, Engineering, Science and Achievement), along with experiential enrichment activities, field trips and guest speakers.

Village Academy's proposed high school program will continue to build on the foundation and approaches successfully established at the middle school, further incorporating strategies from brain-based learning research, experiential learning and service learning. In addition, a new credit recovery program will allow students and young adults to complete their high school education at the school's new location and other designated locations.

The curriculum will focus on the sciences, sustainable agriculture and ranching, communications/ digital technologies and fine arts. Additional emphasis will be placed on career pathways via college and vocational education, college and work readiness and 9<sup>th</sup>-grade ACT preparation. Aligned to NM Standards, and Benchmarks, the high school curriculum will include mandatory 4 years of Math, 3 years of Science and minimum 2 years of Arts or Agriculture Technologies/Natural Resources Electives. Topics and strategies such as place-based learning, environmental and cultural diversity, entrepreneurship, leadership development, conservation and sustainable communities will be integrated throughout the curriculum. Special hands-on, long-term projects such as raising animals and attending to the school's greenhouse will require student and staff commitment throughout the year. Therefore, Village Academy would like students to attend school based on a 4-day week, year-round, with 3-week breaks occurring three times per year. The fifth day of the week would be reserved for special projects and other experiential learning activities.

Partnership Agreements have already been established to offer concurrent enrollment opportunities through New Mexico Tech and the Institute of American Indian Arts. Both of these institutions offer quality programming to challenge and motivate students, as well as additional Native American student support mechanisms. Additional agreements are now being negotiated with other institutional programs to be finalized in 2010, contingent upon the authorization of VACS' renewal program.

The new location for the expanded middle-high school program will include, eventually, a clubhouse with internet access. Students will be able to work collaboratively, participate in afterschool activities, and receive homework assistance. Also, Village Academy will employ a college/postsecondary transition specialist to track and support high school graduates through their freshman year of college either through direct coordination with the receiving institution's freshman support program and/or telephone and email communications.

## PART C – THE RENEWAL CHARTER

### III. STATEMENT OF ASSURANCES - RENEWAL

*This form must be signed by a duly-authorized representative of the charter school and submitted with the renewal application. An application will be considered incomplete if it is not accompanied by the Statement of Assurances.*

STATE OF NEW MEXICO )

)

COUNTY OF )

I, \_\_\_\_\_, after being duly sworn, state as follows:

1. My name is \_\_\_\_\_ and I reside in \_\_\_\_\_.
2. I am the authorized representative of the governing body for \_\_\_\_\_ charter school which is located at \_\_\_\_\_, I certify that, if our charter is renewed:
  1. The CHARTER School's admission processes shall be in compliance with Section 22-8B-4.1 NMSA 1978.
  2. The CHARTER School's admission process shall not discriminate against anyone regarding race, gender, national origin, color, ability level, or age.
  3. The CHARTER SCHOOL shall be a nonsectarian, non-religious, and non-home-based public school.
  4. Except as otherwise provided in the Public School Code, the CHARTER SCHOOL shall not charge tuition or have admission requirements.
  5. The CHARTER SCHOOL shall comply with all state and federal health and safety requirements applicable to public schools and shall produce an E-Occupancy certificate for the school facility.
  6. The governing body shall not contract with a for-profit entity for the management of the CHARTER SCHOOL.
  7. The CHARTER SCHOOL shall comply with all applicable state and federal laws and rules related to providing special education services.

## **PART C – THE RENEWAL CHARTER**

8. The CHARTER SCHOOL shall comply with conflict of interest provisions identified in the New Mexico Procurement Code, and the New Mexico Prohibited Sales Act, and comply with the applicable federal regulations.
9. The CHARTER SCHOOL shall ensure that criminal background checks are conducted on all employees in accordance with Section 22-10A-5 NMSA 1978.

## **PART C – THE RENEWAL CHARTER**

***(Statement of Assurances page 2 of 3)***

10. The CHARTER SCHOOL shall comply with the Age Discrimination Act of 1975, Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and part B of the Individuals with Disabilities Education Act;
11. The CHARTER SCHOOL shall provide equitable access to and participation in its federally assisted program for students, teachers, and other program beneficiaries with special needs.
12. Meetings of the CHARTER SCHOOL Governing Body shall comply with the New Mexico Open Meetings Act, Sections 10-15-1 et seq., NMSA 1978.
13. The CHARTER SCHOOL shall adopt policies and procedures of the governing body, that address governance, relationship to staff, professional development, the role of the governing body in policy-making, personnel decisions, budgeting, and operation of the school, including how decisions will be made.
14. The Governing Body or head administrator of the CHARTER SCHOOL shall recognize and work with employee labor representatives, if any.
15. The CHARTER SCHOOL shall develop personnel policies that comply with all applicable federal and state labor laws, regulations and rules implementing them.
16. The CHARTER SCHOOL shall develop a curriculum that is aligned to the New Mexico content standards, benchmarks and performance standards.

*I hereby certify that the information submitted in this application for the renewal of a charter is true to the best of my knowledge and belief.*

**[Signatures required on next page]**

## PART C – THE RENEWAL CHARTER

*(Statement of Assurances page 3 of 3)*

\_\_\_\_\_  
[Signature] \_\_\_\_\_ Date  
\_\_\_\_\_, representative of the governing body of the  
\_\_\_\_\_ Charter School.

Subscribed and sworn to before me, this \_\_\_\_ day of \_\_\_\_\_, 20\_\_\_\_.

[Notary Seal:]

\_\_\_\_\_  
[signature of Notary]

\_\_\_\_\_  
[typed name of Notary]

NOTARY PUBLIC

My commission expires: \_\_\_\_\_, 20\_\_\_\_.

## PART C – THE RENEWAL CHARTER

### IV. CHARTER SCHOOL MISSION AND STATEMENT OF NEED

The Charter School Mission Statement should communicate the essence of the school to stakeholders and to the public and should provide the focal point to which all other sections of the school's plans align. In addition, the charter school and its mission must be in the best interest of the students and community that it serves.

- Provide a clear **Mission Statement** for the school that includes the following components:
  - Who the school seeks to serve;
  - What the school seeks to accomplish;
  - What methods the school will use.
- Provide a response to the following question: **How will the school know if it is achieving its mission** as stated above? The response must include school level or organizational goals that are measurable and directly support the Mission Statement. (*NOTE: Specific measurable student performance expectations [student goals] should be addressed in section IV, Educational Plan.*)
- Describe how the charter school **is in the best interest of the students and community that it serves**. Include a demographic description of the student and community population within which the school is located.

#### *Mission Statement*

Village Academy Charter School is a democratically structured environment for successful educational preparation that fosters students' natural curiosity, creativity, and self-awareness. The name of our charter school is an apt one, because it truly "takes a village to raise a child" and to develop a student's potential for the requirements of 21<sup>st</sup> Century, global citizenship.

Village Academy Charter School aims to bridge the gap between the school and community with a grades 6-12 educational program where children and adults, school and community work together to understand and interpret our relationship with the world around us. We will educate the whole child, recognizing that intellectual, emotional and social needs must be met for the healthy development of a successful individual.

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With support and direction from skilled teachers, students learn to take initiative and assume responsibility for their own learning through constructive interaction with the local, regional, and global community.

### ***Students We Seek To Serve***

Village Academy Charter School serves learners with diverse backgrounds and interests who, for a number of personal and academic reasons, may not have succeeded or thrived in a traditional school environment. Village Academy offers targeted, individualized solutions for students who prefer a smaller school setting and an alternative environment.

### ***What the School Seeks to Accomplish***

Students will graduate from Village Academy meeting or exceeding state standards; prepared for adult life, including the possibility of post-secondary education; possessing effective leadership and communication skills; possessing critical thinking skills; and with a desire to be life-long learners.

By offering a flexible, standards-based, curriculum that is supplemented and enriched, combined with state-certified teachers and superior individualized support, VACS has created a learning environment that empowers students to become critical thinkers and lifelong learners.

### ***What Methods the School Will Use***

In support of these concepts, we have designed a school that:

- addresses local community and global studies, emphasizing community and personal responsibility;
- supports a student's growth with a flexible personalized case-management approach that continuously defines individual goals, tracks progress, and uses feedback to adjust the educational plan;
- uses a Core Knowledge curriculum addressing New Mexico Content Standards and Benchmarks, based on teacher-directed, teacher-facilitated best practices and research-based principles, steeped in practical experience and community service, and that fosters each student's interests.
- incorporates foundational studies with context-rich exploration of the arts, digital media, communications, technology and environmental studies drawing on available community resources.



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### *How Village Academy Charter School Will Know It Is Achieving Its Mission*

In addition to long-range student performance and student development goals that drive Village Academy's overall program (as described in Part A), the governing council and administration employ **Goal 3: School will develop infrastructure to support data driven decision-making.** Goal 3 is a concrete indicator of gradual progress toward achieving the school mission in the near-term.

### **3. School-Level or Organizational Goals Identified in the Current Charter**

Goal 3: School will develop infrastructure to support data driven decision-making

<b>Goals &amp; Objectives</b>	<b>Measure</b>	<b>Outputs</b>
<p>Objectives</p> <p>9. The school will use a range of assessments to determine student progress, and</p> <p>10. will participate in the New Mexico Standards Based Assessment and</p> <p>11. STARS Reporting program,</p> <p>12. The school will have staff attendance rates equal to or higher than the average attendance rate.</p> <p>13. The school will prepare an annual Quality of Education School Performance Report Card that compares favorably with schools that have similar student populations within the state.</p> <p>14. The school will provide new professional opportunities for teachers</p> <p>15. The school will create opportunities to tap the expertise and experience of qualified professionals not currently employed in the public school system.</p> <p>16. Use continuous improvement processes to maximize instructional impact</p>	<p>9. Demonstrated use at site visit</p> <p>10. Annual PED AYP report</p> <p>11. No STARS failure to report notices</p> <p>12. Attendance concerns on PDPs</p> <p>13. Q of E reports available</p> <p>14. Teacher reported attendance.</p> <p>15. Demonstrated curricular units at site visit.</p> <p>16. Modifications evident at site</p>	<p>9. School used: NMSBA, NWEA MAP, Read 180, Custom Core Knowledge Assessment</p> <p>10. Met test Participation goals all three years</p> <p>11. Met STARS reporting on the school's first quarter and every reporting period since.</p> <p>12. 5 FTEs (7 staff) with no attendance concerns on any PDP</p> <p>13. Not achieved. Collaboration among the Charter district and VACS have not yielded VACS Q of E results. See corrective plan below.</p> <p>14. Trainings provide: Advanced Placement training, Read 180, Verbal de-escalation, Diversity training, Native American Culture, Base 10, Microsoft Outlook</p> <p>15. Olympic level gymnast &amp; ice skater introduce new skills and attitudes, local Police mentor students, Hispanic astronaut, Sandia Lab conducts guest lesson, visit air traffic ctrl, etc.</p> <p>16. Reading instruction modified, Math instruction identified for modification.</p>

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	visit.	
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### ***Statement of Progress toward Achieving Mission***

As a new charter school, VACS managed to meet all STARS reporting requirements, participated in NM Standards Based Assessment, conducted required Short Cycle Assessments, met attendance goals the most recent 2 of 3 years, all while serving a group of students that often arrive with challenging behavior patterns. Meeting all major reporting requirements shows the efficacy of the schools organizational infrastructure and staff skill.

After initial charter approval, the administration developed additional processes to address financial and staff policy concerns not originally anticipated. This continued process development serves to cement the institutionalization of educational policy and practice at the school.

### ***In the Best Interest of Students and Community That Village Academy Serves***

Village Academy is located in Bernalillo, New Mexico, a growing, historical residential and business community located west of I-25 along Highway 165 in the Bernalillo Public School District in Sandoval County. The school currently serves students from Bernalillo, Rio Rancho and five pueblos. Currently, students are transported by contract school transportation services and/or parent vehicles to the school's leased facility at 301 Camino del Pueblo.

Our charter school provides an option for families and students seeking a community-based school setting that offers quality education, personalized attention, strong parental involvement, and a variety of choices to help students become highly successful leaders and citizens in the local, national and global communities they will inhabit as adults. Our target population includes students who may be best served in a small-classroom, small school setting in which to pursue their academic goals. We reach out in our community to build economic, ethnic, cultural, and educational bridges that sustain our students and support our mission.

Our school maintains a safe, orderly and respectful environment where student learning and development is the primary focus. Further, Village Academy's intention is to become a diverse, dynamic school community where accountability and personal responsibility is embraced by all our students, teachers and families, in order to fulfill our commitment to continuous educational and operational improvements.

Since 2005, we have worked very hard to establish positive, harmonious relationships, to the best of our collective ability and capacity, with our surrounding neighbors and with Bernalillo Public Schools, our original

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authorizer. Our students and teachers are involved in activities that demonstrate our good citizenship and beneficial contributions to the community at large. We pursue creative learning opportunities for all our students by leveraging the rich human talent in Bernalillo and surrounding Pueblo communities, and actively solicit local community volunteers and resources to enhance our classroom instruction.

### *Demographic description of the student and community population within which the school is located*

Out of 10 schools in the district, there is one middle school at Santo Domingo Pueblo, one at Cochiti Pueblo and one in the main Bernalillo Public School District complex, along with the only high school presently serving district students. Ethnicities represented at VACS are Hispanic (46 percent), Caucasian (28 percent), Native American (26%), Other (less than 1 percent). Income levels: 80 percent of VACS students qualify for free/or reduced lunch rates (The per capita income for Sandoval County in 2002 was \$25, 211). Communities of VACS Student Origin: Primarily, eastern section of Sandoval County including Bernalillo, NM; Placitas, NM; Enchanted Hills (a subdivision) near I-25 and four nearby pueblos, Sandia, Santa Ana, Zia and Santo Domingo.

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### V. EDUCATIONAL PLAN

The educational plan should describe who the school expects to serve; what the students will achieve; how they will achieve it; and how the school will evaluate performance. It should provide a clear picture of what a student who attends the school will experience in terms of educational climate, structure, materials, schedule, assessment and outcomes.

#### A. CURRICULUM FRAMEWORK

The New Mexico Content Standards, Benchmarks and Performance Standards provide the content requirements and expectations for students in all public schools. The description of the curriculum should provide a sense not only of what the school teaches/will teach but also of how and why. (*NOTE: Refer to the Glossary of Terms Used in the Renewal Application, page iv, to assist in the completion of this section.*) The following components of the curriculum framework must be addressed:

##### 1. Philosophy and Approach to Instruction

- Describe the educational philosophy and curricular approach of the school.
- Describe how the educational philosophy and/or approach aligns with the school's mission and student needs.

##### *Philosophy and Approach to Instruction*

Village Academy's philosophy is founded on the belief that schools and families can provide effective ways of supporting the student throughout their years in the educational system. Our school treats students as actively involved learners who are building a personal knowledge of the world around them through action, experience, and reflection.

Our educational philosophy and approach combines ESL and direct instructional strategies, along with contextual teaching and learning that utilizes brain-based and multi-sensory learning methods, problem-based learning, collaborative/cooperative learning, and service learning.

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We believe that learning:

- Requires the active participation of the learner
- Requires direction and creative facilitation provided by highly qualified educators
- Is both an individual and a social process
- Is most successful when it occurs in a variety of ways

While the basis for a solid education must and will include comprehensive and continuous instruction in reading, writing and arithmetic to include mathematical literacy such as data analysis, geometry, and number operations, as well as computer literacy, and scientific literacy, these basic skills are not enough to develop the whole child. Our curriculum also emphasizes problem-solving skills, investigating communicating and recognizing relationships. These are important thinking strategies in all areas and all levels of education. And they are critical skills for a successful life beyond school.

### ***Curriculum Aligned to New Mexico Standards and Benchmarks***

In 2004, the VACS founders met with a school administrator, parents and community members. They formed a committee to identify essential elements of a program that would satisfy the broad needs of students who will come of age in an increasingly complex, diverse and global society. They wanted a standards-based curriculum in which the arts, academics, critical thinking, and problem solving are valued equally. They also wanted a curriculum that was carefully organized to provide students with a rich knowledge of important facts and concepts in order to better understand the world at large, thereby providing a foundation for lifelong learning.

The committee identified additional elements necessary to the program such as:

- a strong textbook-based approach to teaching reading with advanced phonics instruction and quality literature that includes both literary classics, contemporary and culturally diverse materials.
- a textbook-based math program that includes expectations for mastery of basic math concepts in the description of geometry, statistics, algebra and other higher order and critical thinking skills applicable to real-world problem solving.
- teachers who provide specific feedback to help students develop their ability to write and speak clearly and concisely, using rubrics.
- a rigorous curriculum in the content areas of social studies and science uniformly taught in all classrooms at each grade level
- fine arts curriculum that introduces music and art of world-famous masters.
- teacher-directed classrooms, in concert with self-directed student learning (e.g. Read 180).
- students' self-esteem to be developed through the accomplishment of high academic goals (the charter school's responsibility) and through the guidance of parents (the family's responsibility).

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The program/curriculum that was selected utilizes the Core Knowledge Sequence (edited by E. D. Hirsch, Jr.) as the foundation for the content of the curriculum. Core Knowledge is based on the premise that a body of common learning is necessary to ensure a sound and fair elementary education. The Core Knowledge Sequence provides students with a rich and broad knowledge base on which future instruction can build.

This “core” content aligned to New Mexico state standards is organized to spiral through the grade levels, starting with sixth grade, becoming more sophisticated and detailed in each successive grade. Students retain information much longer and skills more easily when meaningful content is combined with the teaching of skills. The approach emphasizes the basic foundations necessary for an academically sound education.

The VACS middle school curriculum engages students in inquiring, exploring, comparing, collecting information, predicting, testing, justifying and defending ideas, and synthesizing the results of their inquiries. Higher-level thinking is taught and integrated throughout all content areas expected. All students have opportunities to experience art and other enriching educational experiences such as horseback riding, martial arts, skating and gymnastics, as part of their development. These electives are rotated through the curriculum on a regular basis, keeping our curriculum vibrant and fresh.

Village Academy Charter School’s Core Knowledge Curriculum moves students through a logical progression of subject matter informed, in particular by community, urban/rural, national and global subject matter. Graduates of VACS’ middle school program are being prepared for high school and other advanced education, equipped with effective communication and critical-thinking skills. We also encourage students to acquire fluency in a second language including Spanish, indigenous languages, and other language options through Rosetta Stone courses. We believe students will learn more when they are active participants in their own education under the direct guidance of their educational team. VACS employs activities and strategies that reinforce teamwork, problem-solving, and respect for others. Courses are built around interests and abilities that support both grade and developmental level criteria for physical and academic achievement.

An integral feature of our curriculum is to establish an environment where students make choices about their education. Learning to make appropriate choices, to challenge themselves at their individual developmental level and to self-assess are skills that our curriculum directly supports. This aspect of student decision making and personal choice led our students to conclude they want an opportunity to participate in high-school level courses based on Village Academy’s educational vision and approach.

### **Evolution of the VACS Curriculum - from Middle to High School**

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In the course of serving our school community, the Village Academy school leadership recognized growing student interest in a high school program. Students and parents alike had expressed their concerns about a lack of instructional continuity after 8<sup>th</sup>-grade graduation. They were frustrated about students' inability to complete their education within a unified VACS educational system that addresses and supports their learning styles and interests.

This information came to the attention of the school's governing council and principal as they were grappling with questions such as 1) how to build on and improve the school's basic program after four years of operational experience and 2) finding a permanent location with room for growth and innovation. Fortuitously, in mid-2009, Pueblo of Santa Ana, a community "neighbor", offered a creative solution that could help the school move to a new level of improvement and service.

During the 2009-2010 school year, VACS is collaborating with the Pueblo of Santa Ana in an effort to develop seven acres of tribal property, known as Juniper Hills (with room for expansion) just off Tamaya Boulevard. The VACS Governing Council has already approved the arrangement to lease Juniper Hills for the future charter school campus. This beautiful ecosystem, close to pueblo agricultural, range and wet lands, affords a unique opportunity to extend Village Academy's classroom into natural settings for educational and recreational programming. The applications include a public organic garden, hiking and riding trails, a working farm with livestock and cultivated fields, wildlife and rangeland research, bird nesting areas, bosque, and the Jemez Dam Open Space that will serve as outdoor classrooms and laboratories for exploration and hands-on instruction.

In 2004, at the outset of Village Academy's first charter, the founders always envisioned hands-on, project-centered learning activities that would be community-based and exploit the extensive rural and outdoors features proximate to Bernalillo. Limitations of the current facility's location prevented the school from realizing this ambitious goal. During Village Academy's next charter term, however, our curriculum will undergo a "natural evolution" to fulfill the founders' original intent and provide greater relevance to the changing needs of our world and community.

In its next charter term, VACS has the opportunity to further distinguish its program. It will serve as a school of choice for students with a variety of learning styles and differentiated needs, who are interested in sustainability, agriculture and environmental subjects and also enjoy learning by doing in a 'real-world' natural laboratory setting.

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Contiguous to natural habitat and farmland, the new location at Santa Ana provides numerous enhancements to deliver Core Knowledge curriculum at the middle school level. At the same time, it provides a rich, complex environment to introduce a cutting edge, community-based high school program that effectively extends VACS' successful middle school strategies.

Our charter school will be able to offer students additional educational and vocational opportunities in agricultural sciences, research, and environmental resource stewardship, all areas of critical importance not only to New Mexico but, also, our nation and the world.

### **Exploring Local and Global Community Perspective through Agriculture, Food and Natural Resources (AFNR) Theme**

The VACS founders believed that it was essential to help all New Mexican students adopt a successful life perspective that reveals the interconnectedness among students themselves, their home, their community, and the rest of the world. To ensure transmission of this societal perspective intrinsic to the historical living traditions and values of our local New Mexican communities, the founders selected the Core Knowledge (CK) curriculum. Core Knowledge is a powerful, world-class instructional platform that provides an academic foundation, or “core” of common learning to ensure awareness and appreciation of world-wide culture, diversity and knowledge, aligned to New Mexico Standards and Benchmarks. CK's community focus encourages inquiry into broad issues related to global interdependency and relationships between peoples and nations, as well as personal and cultural identity. Program goals for this focus area are to:

- increase awareness and understanding of our local communities.
- increase awareness of the symbiotic relationship between urban and rural environments, indigenous tribal groups and euro-ethnic groups .
- instill a desire to understand the various cultures and people that make up a community.
- instill a desire to explore and serve the community.
- engage in community service.
- develop life-long learning skills.
- develop an aesthetic sense of the world around us.
- prepare future community, regional and world leaders.

Thus, study of Agriculture, Food and Natural Resources ("AFNR") is a perfect entry point into an analysis of the most critical and challenging issues affecting our world and local society, including the economy, sustainability, health, climate change, national security and international commerce.



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Emerging trends at the state and national level require more innovative approaches to career and vocational preparation opportunities for our students. A number of these opportunities in New Mexico are connected to agriculture, food and natural resources ("AFNR"). As the field of agriculture becomes more specialized and technologically complex, and as the fields of biotechnology and alternative energy expand, there will be greater demand for individuals skilled in the study of agricultural and environmental subjects.

Historically, New Mexico has a strong agricultural sector that ranges from small-family and tribal enterprises to large commercial operations. In addition, our state is now promoting economic development in the growing biotechnology sector, as well as renewable energy sector (and related "green jobs" initiative). Also, legal issues related to land and water rights (Environmental Law) are a continuing concern for our rural, urban and tribal communities and reflect growing interest in appropriate technologies, conservation and management of limited natural resources, along with sustainable, or holistic, ranching and forest management.

With our school's anticipated move to Juniper Hills at Santa Ana, the timing is perfect to revitalize and adjust the Core Knowledge curriculum to changing needs and circumstances. Students will have ample opportunity to explore a variety of interesting, productive careers pathways in AFNR through core subjects, electives and community based projects. By integrating the theme of environmental stewardship, agriculture, biotechnology, natural-resources management and sustainability through the core subjects, Village Academy will deliver effective instruction and real-world relevance to the everyday lives of our students and their families.

Village Academy intends to develop its proposed, expanded program in a comprehensive community school framework with attention to supporting the whole student - socially, emotionally and academically - outside the classroom in order to overcome barriers to academic achievement.

The charter school is working cooperatively with Five Sandoval Indian Pueblos, Inc. at Santa Ana to establish a satellite office that will provide more convenient access to support services for students and their families. In a further effort to offer additional benefit to the community, VACS will provide a convenient location, open to the community, for evening and weekend credit and non-credit courses from New Mexico Tech and Institute of American Indian Arts.

### **Strategies and Methods**

Our goal at Village Academy is to provide a challenging, as well as rich and balanced, educational opportunity for all our students. High academic standards are at the heart of our expectations, although we recognize every learner has unique abilities, interests and motivations. We encourage parents to support their child's success by monitoring student progress in school and at home and to participate as fully as possible in our school community. Homework assignments are assigned regularly to reinforce classroom learning and student self-responsibility. Application of technology and organizational skills are also integrated into the curriculum.

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Village Academy’s educational program is based on direct instruction as a method of instructional delivery using the Core Knowledge Curriculum, which promotes academic excellence, character development and education enthusiasm for its students.” While most districts and states specify the skills children are to master at each grade level, the Core Knowledge Sequence specifies the content area on which to build skill instruction. The “Core” is a research-based curriculum that has been widely reviewed by educators across the country.

In 1987, University of Virginia English professor E.D. Hirsch conducted research for his book, *Cultural Literacy*. He found that students are more successful in their studies when they work from a common base of both facts and ideas. A literate society, he stressed, needs a strong background of core knowledge that crosses generations and enable people to communicate effectively. This holds true, Hirsch also noted, for all levels of ability and all socioeconomic backgrounds.

The Core Knowledge Sequence is a detailed curriculum content guide for each grade level. Created with the help of a large number of professionals, it represents a consensus of diverse groups and interests and is the basis of Hirsch’s series of resource books. Researchers confirmed that the following predicted benefits “were in fact associated with Core Knowledge implementation”:

### **For students, Core Knowledge:**

- Provides a broad base of knowledge and a rich vocabulary
- Motivates students to learn and creates a strong desire to learn more
- Provides the knowledge necessary for higher levels of learning and helps build confidence

### **For the School, Core Knowledge**

- Provides an academic focus and encourages consistency in instruction
- Provides a plan for coherent, sequenced learning from grade to grade

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- Promotes a community of learners -- adults and children
- Becomes an effective tool for lesson planning and communication among teachers and with parents
- Guides thoughtful purchases of school resources

### ***Direct Instruction***

Devised in the late 1960's, Direct Instruction is a teaching method based on the belief that every child can learn when the instruction is appropriate, and that the failure of a child to learn should point to a system failure, not the child. As the name suggests, teachers actually direct the instruction in their classrooms by modeling specific skills and strategies. Students practice these skills and strategies, and then learn how to apply them in a wide variety of situations. This is all accomplished using a broad base of content. The ultimate goal of all instruction is independent application of knowledge. Village Academy's philosophy is that a student's self-esteem is a product of his or her achievement in this process.

### ***Measurement of Success***

Students are given both annual standardized tests and state-mandated tests. The results are used to evaluate the success of both the curriculum and the teaching. Student success is measured by performance on regular tests and quizzes which monitor mastery of subject matter and skills. The students are also evaluated for work on daily assignments, reports, journals and projects. Parents receive results of all these measures along with report cards every nine weeks.

Consistency is essential to student success. One important advantage in using a specific content sequence, i.e. Core Knowledge, is to assure consistency across classrooms, which helps avoid both gaps in knowledge and unnecessary repetition across grade levels. It is not a substitute for skill-based textbooks in math, science, or language arts; rather, it is an adjunct to ensure that all children have equal access to the knowledge required as a building block for future knowledge acquisition.

## **2. Description of the Curriculum Aligned to New Mexico Standards**

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- Provide a detailed **description of the curriculum** that includes a scope and sequence that is aligned to the New Mexico Content Standards, Benchmarks and Performance Standards.

### ***Core Knowledge Sequence***

The Core Knowledge Sequence provides a guide to the minimum information children need and leaves teachers free to explore areas in greater depth as they choose and as interests their students. It is designed to fulfill about half of the school's curriculum, allowing both teacher flexibility and time to meet specific local and state requirements. The program also requires comprehensive professional development and training for full implementation.

Our Core Knowledge Scope and Sequence in grades 6-8 establishes the master plan for the content our students will explore. Supplemental resources to support the aligned, standards-based curriculum are obtained from a wide range of sources. For example, the instructional staff reviewed language arts programs series and selected Read 180 to fit within the Core Knowledge framework, while meeting specific criteria that emphasize visual, auditory and kinesthetic learning styles.

### ***An Overview of the Grades 6-8 Core Knowledge Sequence***

"VACS Core Knowledge at a Glance" provides an overview of major topic headings in the *Core Knowledge Sequence*, to see how topics in the Sequence build from one grade to another. Grade-by-grade sequencing of topics is important because it gives teachers some assurance that children will come prepared with a share core of knowledge and skills, and because children learn more effectively when instruction follows the basic psychological principle that we learn new knowledge by building on what we already know.

### **VACS CORE KNOWLEDGE AT A GLANCE GRADES 6-8**

**Aligned to NM Standards and Benchmarks for all CK subjects.**

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SUBJECT	SIXTH GRADE	SEVENTH GRADE	EIGHTH GRADE
Language Arts/English	<p>Writing, Grammar and Usage</p> <p>New Mexico Content Standard (NMCS) II</p> <p>Writing and Speaking for Expression.</p> <p>Poetry</p> <p>CS Students will use Literature to Develop an Understanding of People, Societies and Self.</p> <p>Fiction and Drama Stories; Shakespeare; Classical Myths</p> <p>Sayings and Phases</p> <p>NMCS III Students will use Literature to Develop an Understanding of People, Societies and Self.</p>	<p>Writing, Grammar and Usage</p> <p>Poetry</p> <p>New Mexico Content Standard (NMCS) II</p> <p>Writing and Speaking for Expression.</p> <p>Fiction and Drama</p> <p>NMCS III Students will use Literature to Develop an Understanding of People, Societies and Self.</p> <p>Foreign Phrases commonly used in English</p> <p>NMCS I Reading and Listening for Comprehension .</p> <p>..</p>	<p>Writing, Grammar and Usage</p> <p>New Mexico Content Standard (NMCS) II</p> <p>Writing and Speaking for Expression.</p> <p>Poetry</p> <p>NMCS III Students will use Literature to Develop an Understanding of People, Societies and Self.</p> <p>Fiction and Drama</p> <p>NMCS III Students will use Literature to Develop an Understanding of People, Societies and Self.</p> <p>Foreign Phrases commonly used in English</p> <p>NMCS I Reading and Listening for Comprehension.</p>

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<b>History and Geography</b>	<p><b>World:</b></p> <p><b>World Geography (spatial Sense; Deserts)</b></p> <p><b>NMCS II</b></p> <p>Lasting Ideas from Students understand how physical, natural, and cultural processes influence where people live, the way in which people live, and how societies interact with one another and their environments.</p> <p><b>Ancient Civilizations (Judaism; Christianity; Greece and Rome)</b></p> <p><b>NMCS II</b></p> <p>Lasting Ideas from Students understand how physical, natural, and cultural processes influence where people live, the way in which people live, and how societies interact with one another and their environments</p> <p><b>Enlightenment</b></p> <p><b>French Revolution</b></p>	<p><b>American:</b></p> <p><b>America Becomes a World Power</b></p> <p><b>NMCS III Students</b> understand the ideals, rights and responsibilities of citizenship and understanding the content and history of the founding documents of the United States, with particular emphasis on the United States and New Mexico Constitutions and how governments function at local, state, tribal and national levels.</p> <p><b>World War I, “The Great War”</b></p> <p><b>NMCS I Students</b> are able to identify important people and events in order to analyze significant patterns, relationships, things, ideas, beliefs and turning points in New Mexico, United States and World History in order to understand the complexity of the</p>	<p><b>American:</b></p> <p><b>Decline of European Colonialism;</b></p> <p><b>Cold War;</b></p> <p><b>Civil Rights; Movement</b></p> <p><b>NMCS I Students</b> are able to identify important people and events in order to analyze significant patterns, relationships, things, ideas, beliefs and turning points in New Mexico, United States and World History in order to understand the complexity of the human experience.</p> <p><b>Vietnam War; and the Rise of Social Activism.</b></p> <p><b>NMCS III Students</b> understand the ideals, rights and responsibilities of citizenship and understanding the content and history of the founding documents of the United States, with particular emphasis on the United States and</p>

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	<p><b>Romanticism;</b></p> <p><b>Industrialism, Capitalism and Socialism.</b></p> <p>NMCS III Students understand the ideals, rights and responsibilities of citizenship and understanding the content and history of the founding documents of the United States, with particular emphasis on the United States and New Mexico Constitutions and how governments function at local, state, tribal and national levels.</p> <p><b>Latin America Independence Movements</b></p> <p>NMCS I Students are able to identify important people and events in order to analyze significant patterns, relationships, things, ideas, beliefs and turning points in New Mexico, United States and World History in order to understand the complexity of the</p>	<p><b>human experience.</b></p> <p><b>Russian Revolution</b></p> <p>NMCS I Students are able to identify important people and events in order to analyze significant patterns, relationships, things, ideas, beliefs and turning points in New Mexico, United States and World History in order to understand the complexity of the human experience.</p> <p><b>America from the Twenties to the New Deal</b></p> <p>Standard IV Students understand basic economic principals and use economic reasoning skills to analyze the economic system (including the market economy on individuals, families, businesses, communities and governments.</p> <p><b>World War II</b></p> <p>NMCS III Students</p>	<p><b>New Mexico Constitutions and how governments function at local, state, tribal and national levels.</b></p> <p><b>Middle East and Oil Politics</b></p> <p>NMCS IV Students understand basic economic principals and use economic reasoning skills to analyze the economic system (including the market economy on individuals, families, businesses, communities and governments.</p> <p><b>End of the Cold War; Expansion of Democracy and Continuing Challenges</b></p> <p>NMCS I Students are able to identify important people and events in order to analyze significant patterns, relationships, things, ideas, beliefs and turning points in New Mexico, United States and World History in order to understand the complexity of the</p>
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	<p>human experience.</p> <p><b>American:</b></p> <p><b>Immigration, Industrialization, and Urbanization</b></p> <p><b>Reform</b></p> <p>NMCS IV Students understand basic economic principals and use economic reasoning skills to analyze the economic system (including the market economy on individuals, families, businesses, communities and governments.</p>	<p>understand the ideals, rights and responsibilities of citizenship and understanding the content and history of the founding documents of the United States, with particular emphasis on the United States and New Mexico Constitutions and how governments function at local, state, tribal and national levels.</p> <p><b>Geography of the United States</b></p> <p><b>NMCS II</b></p> <p>Lasting Ideas from Students understand how physical, natural, and cultural processes influence where people live, the way in which people live, and how societies interact with one another and their environments</p>	<p>human experience.</p> <p><b>Civics: The constitution-Principals and Structure of American Democracy</b></p> <p>NMCS III Students understand the ideals, rights and responsibilities of citizenship and understanding the content and history of the founding documents of the United States, with particular emphasis on the United States and New Mexico Constitutions and how governments function at local, state, tribal and national levels.</p> <p><b>Geography of Canada Mexico</b></p> <p><b>NMCS II</b></p> <p>Lasting Ideas from Students understand how physical, natural, and cultural processes influence where people live, the way in which people live, and how societies interact with one another and their</p>
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			<b>environments</b>
<b>Visual Arts</b>	<p><b>Art History: Periods and Schools (Classical; Gothic; Renaissance; Baroque; Rococo; Neoclassical; Romantic; Realism</b></p> <p><b>NMCS V Observe, Discuss, analyze and make critical judgments about artistic works.</b></p>	<p><b>Art History: Periods and Schools (Impressionism; Expressionism and Abstraction; Modern American Painting)</b></p> <p><b>NMCS V Observe, Discuss, analyze and make critical judgments about artistic works.</b></p>	<p><b>Art History, Periods and Schools (Painting Since WWII; Photography,, 20<sup>th</sup> Century Sculpture)</b></p> <p><b>NMCS VII Demonstrates knowledge about technology and invention have historically influenced artists and offered new possibilities for expression.</b></p> <p><b>Architecture Since the Industrial Revolution</b></p> <p><b>NMCS VII Demonstrates knowledge about technology and invention have historically influenced artists and offered new possibilities for expression.</b></p>
<b>Music</b>	<p><b>Elements of Music</b></p> <p><b>Classical Music: from Baroque to Romantic, (Bach, Handel, Haydn, Mozart, Beethoven, Schubert, Chopin and Schumann)</b></p> <p><b>NMCS I Learn and develop the essential</b></p>	<p><b>Elements of Music</b></p> <p><b>Classical Music Romantics and Nationalists (Brahms, Berlioz, Liszt, Wagner, Dvorak, Grieg Tchaikovsky)</b></p> <p><b>American Musical Traditions (Blues and</b></p>	<p><b>Elements of Music</b></p> <p><b>Non-western Music</b></p> <p><b>Classical Music Nationalists and Modems (Sibelius, Bartok, Rodrigo, Copland, Debussy, Stravinsky)</b></p> <p><b>Vocal Music (Opera,</b></p>

## PART C – THE RENEWAL CHARTER

	skills and technical demands you need to dance, music theatre, drama and visual arts.	Jazz)  NMCS II Use dance, music, theatre, drama and visual arts to express ideas.	American Musical Theater)  NMCS II Use dance, music, theatre, drama and visual arts to express ideas.
Mathematics	<p><b>Numbers and Number Sense</b></p> <p>Strand Numbers and Operations</p> <p>NMCS I Students will understand number concepts and mathematical operations.</p> <p><b>Ratio and Percent Computation</b></p> <p>Strand I Data analysis and probability: NMCS I Students will understand how to formulate questions, analyze data and determine probabilities.</p> <p><b>Measurement</b></p> <p>Strand Measurement: NMCS I Students will understand measurement systems and applications.</p>	<p>Pre-algebra (Properties of the Real Numbers;; Polynomial Arithmetic Equivalent Equations and Inequalities; Integer Exponents)</p> <p>NMCS I Students will understand number concepts and mathematical operations.</p> <p><b>Geometry (Three-Dimensional Objects; Angel Pairs, Triangles, Measurement)</b></p> <p>Strand Geometry: NMCS I Students will understand geometric concepts and applications.</p> <p><b>Probability and Statistics</b></p> <p>Strand I Data analysis and probability: NMCS I Students will understand how to formulate questions, analyze data and determine</p>	<p>Algebra (Properties of the Real Numbers; Relations, Functions, and Graphs; Linear Equations and Functions;</p> <p>NMCS I Students will understand number concepts and mathematical operations.</p> <p><b>Arithmetic of Rational Expression; Quadratic Equations and functions</b></p> <p>Strand I Algebra</p> <p>NMCS I</p> <p>Student will understand Algebra and Algebraic Concepts and Applications.</p>

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	<p><b>Geometry</b></p> <p>Strand Geometry: NMCS I Students will understand geometric concepts and applications.</p> <p><b>Probability and Statistics</b></p> <p>Strand I Data analysis and probability: NMCS I Students will understand how to formulate questions, analyze data and determine probabilities.</p> <p><b>Pre-Algebra</b></p> <p>Strand I Algebra</p> <p>NMCS I</p> <p>Student will understand Algebra and Algebraic Concepts and Applications.</p>	probabilities.	
Science	<p>Plate Tectonics; Oceans; Astronomy; Gravity, Stars, and Galaxies</p> <p>Strand III Earth and Space Science NMCS III Earth and Space Science; Understand</p>	<p>Atomic Structure</p> <p>Chemical Bonds and Reactions</p> <p>Strand I: Content of Science NMCS I (Physical Science) Understanding of</p>	<p>Physics</p> <p>Strand I: Content of Science NMCS I (Physical Science) Understanding of structure and properties of matter, the characteristics of</p>

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	<p>the structure of earth, the solar system and the universe and the interconnections among them and the process and interactions of earth's systems.</p> <p><b>Energy, Heat, and Energy Transfer</b></p> <p>Strand I: Content of Science NMCS I (Physical Science) Understanding of structure and properties of matter, the characteristics of energy and the interactions of between matter and energy.</p> <p><b>Human Body (Lymphatic and Immune Systems)</b></p> <p>Strand II Life Science, understanding the properties, structures and processes of living things and the interdependence of living things in their environment.</p> <p><b>Science Biographies</b></p> <p>Strand I Science and</p>	<p>structure and properties of matter, the characteristics of energy and the interactions of between matter and energy.</p> <p><b>Cell Division and Genetics</b></p> <p>Strand II Life Science, understanding the properties, structures and processes of living things and the interdependence of living things in their environment.</p> <p><b>History of the Earth and Life Forms</b></p> <p>Strand III Earth and Space Science NMCS III Earth and Space Science; Understand the structure of earth, the solar system and the universe and the interconnections among them and the process and interactions of earth's systems.</p> <p><b>Evolution</b></p> <p>Strand III Earth and</p>	<p>energy and the interactions of between matter and energy.</p> <p><b>Electricity and Magnetism</b></p> <p>Strand I: Content of Science NMCS I (Physical Science) Understanding of structure and properties of matter, the characteristics of energy and the interactions of between matter and energy.</p> <p><b>Electromagnetic Radiation and Light</b></p> <p><b>Sound Waves</b></p> <p>Strand I: Content of Science NMCS I (Physical Science) Understanding of structure and properties of matter, the characteristics of energy and the interactions of between matter and energy.</p> <p><b>Chemistry of Food and</b></p>
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	<p><b>Society</b></p> <p><b>NMCS I</b></p> <p>Understand how scientific discoveries, inventions, practices and knowledge are influenced by individuals and societies.</p>	<p><b>Space Science NMCS III</b></p> <p><b>Earth and Space Science; Understand the structure of earth, the solar system and the universe and the interconnections among them and the process and interactions of earth's systems.</b></p> <p><b>Science Biographies</b></p> <p><b>Strand I Science and Society</b></p> <p><b>NMCS I</b></p> <p>Understand how scientific discoveries, inventions, practices and knowledge are influenced by individuals and societies.</p>	<p><b>Respiration</b></p> <p><b>Strand I: Content of Science NMCS I (Physical Science)</b></p> <p>Understanding of structure and properties of matter, the characteristics of energy and the interactions of between matter and energy.</p> <p><b>Science Biographies</b></p> <p><b>Strand I Science and Society</b></p> <p><b>NMCS I</b></p> <p>Understand how scientific discoveries, inventions, practices and knowledge are influenced by individuals and societies.</p>
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In order to align to all the state standards, VACS supplements the CK Curriculum with coursework in Physical Education, Health Education, Native Languages, History of the English Language and New Mexico History.

- **OR, if a curriculum is to be developed,** provide a description of the proposed curriculum that is aligned to the New Mexico Content Standards, Benchmarks and Performance Standards and a specific plan for its development that will include a scope and sequence. The development plan should include a description of the process, a timeline, and resources (including staffing) to be utilized.

### ***Description of Proposed High School Curriculum aligned to NM Standards and Benchmarks***

*In Spring 2010, Village Academy teaching staff and the school leadership, will begin to develop the high school curriculum described below, aligned to New Mexico State Standards, Benchmarks and Performance Standards.*

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The alignment process will examine nationally recognized standards for agricultural, environmental and sustainable education, as well as compatibility with Title 6, Chap. 64, Part 17 Competencies relevant to agricultural education programs in New Mexico.

Village Academy’s proposed high school curriculum is designed to ensure that all students receive a balanced, comprehensive, and college-preparatory curriculum that satisfies New Mexico State graduation requirements, and prepares students to graduate, successfully, as well as to pursue meaningful training, career and employment opportunities. The curriculum reflects an orientation to an interdisciplinary, place-based, applied learning fundamental to education that emphasizes environmental, agricultural and sustainability studies. Courses across the disciplines will also be integrated through a common problem-based approach to learning, and through interdisciplinary place-based applications during experiences in the field and service learning projects.

All VACS students will take a four-year sequence of courses in each core curriculum area: Science, Mathematics, Social Studies, and English. Yearly themes and responses to essential questions will provide opportunities for integration across disciplines, as well as interdisciplinary community-based projects that draw on all core subject areas. Arts instruction will be infused throughout the curriculum. VACS will emphasize engagement in school decision-making processes, portfolio development, community service and service learning, career exploration, the arts, and other activities essential to building a sustainable learning community. Our efforts are focused on establishing a collaborative school culture that integrates the application of Positive Youth Development principles. All students will meet regularly for formal mentoring and academic counseling. Additionally, the current Village Academy “White Buffalo” holistic wellness program will be expanded to meet the needs of all students and staff promoting physical, emotional/social and nutritional health.

The following chart is the proposed 4-year plan showing only core classes. Other subjects/activities will include physical education, health, and participation in government/civics, and family and consumer sciences instruction.

### Village Academy Charter School Essential Questions

**Grade 9:** Essential Questions: *Who Am I? Where Am I?*

Themes: Ecology and Systems Thinking

**Grade 10:** Essential Question: *Where have we come from?*

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Themes: The Evolution of Earth's Natural and Social Systems

**Grade 11:** Essential Questions: *Where are we going? How will we get there?*

Themes: Human Invention/Technology

**Grade 12:** Essential Questions: *What's my role? How do I prepare myself?*

Themes: Wisdom, Insight, Entrepreneurship

Seniors will also complete an apprenticeship and a group or solo project.

### VILLAGE ACADEMY HIGH SCHOOL COURSE DESCRIPTIONS

#### ENGLISH

##### English 9

Credit: 1.0 (full year course)

Grade Level 9

Pre-requisite: none

Overview:

**This course** will meet the New Mexico Public Education Department graduation requirements for English 9.

**Students will** improve their communication skills and essay-writing aptitude as they explore universal themes in literature. Using an anthology and a selection of fiction and non-fiction, students will analyze and discuss diverse literary elements. As students develop awareness of organizational structure, idea progression, and effective communication strategies, they will write descriptive, narrative, argumentative, and expository essays in response to fictional and

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non-fictional reading assignments. They will also respond to contemporary topics explored in classroom discussions. In this and successive courses, vocabulary enrichment strategies will be practiced. Ethics in internet and library research for writing assignments will be taught and emphasized throughout the year.

### **English 10**

Credit: 1.0 (full year course)

Grade Level 10

Pre-requisite: English 9

Overview:

**This course** will meet the New Mexico Public Education Department graduation requirements for English 10.

**Students will** explore literature across the spectrum from ancient to modern civilizations. Students will come to appreciate our literary legacy as one created by many cultures. Literary genres of poetry, indigenous and classic, and ancient and modern drama, as well as the short story will be presented and discussed. Students will be given poetry-writing strategies that will draw upon their own cultural experiences as they write individual poems expressing who they are. Students will strengthen their critical thinking and writing skills with descriptive, narrative, analytical and persuasive essays. A research paper will be required, with the MLA Style Guide for formatting and citation.

### **English 11**

Credit: 1.0 (full year course)

Grade Level 11



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Pre-requisite: English 10

Overview:

**This course** will meet the New Mexico Public Education Department graduation requirements for English 11.

**Students will** build on their reading and writing skills developed in English 9 and 10. Students will venture further into literary appreciation as they survey American literature and poetry. Students will be taught to recognize the tone, message and voice of modern authors. They will appreciate the use of imagery and sound in poetry and oral history that can elicit an emotional response. Students will write their own stories, poems, and essays for expression and analysis. As they read and write across these genres, they will also familiarize themselves with other media such as internet blogs, and participate in internet forums. Students will also continue with vocabulary development.

### English 12

Credit: 1.0 (full year course)

Grade Level 12

Pre-requisite: English 11

Overview:

**This course** will meet the New Mexico Public Education Department graduation requirements for English 11. As we move into the 21<sup>st</sup> century, 20<sup>th</sup> century history and literature is still rich with relevancy to our present day lives, as well as our modern cultural literacy. The tragedy of two World Wars, and some of the most dramatic cultural changes recorded, immortalize the 20<sup>th</sup> century as one of rapid social evolution and expanding human consciousness.

**Students will** be introduced to 20<sup>th</sup> century writers that overturned old conventions, redefined form and style, and introduced the world to completely new subject matter. They will respond

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with analytical and critical essays to address the most important themes and ideologies embedded in contemporary literature that have relevancy to their individual lives and future. Essays will be written that present their future. A senior thesis will be required.

### **SOCIAL STUDIES**

#### **Geography/New Mexico History**

##### **I. Geography**

Credit- 0.5 (1 semester course)

Grade Level 9

Pre-requisite none;

Overview:

This course examines both political and physical geography. Students will locate continents, countries, regions, and cities using globes, atlases, diverse maps, and computer software. Games and competitions will also be used to learn the curricula. The characteristics of countries, regions and states will be presented with various media, and research will be conducted in the library and on the internet. Students will learn to read map features and legends as they look at the physical characteristics and landmarks of New Mexico. They will also learn how to use the maps as navigational tools. The goal of this course is to foster geographic literacy and to enhance understanding of current political events.

##### **II. New Mexico History:**

Credit- 0.5 (1 semester course)

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Grade Level 9

Pre-requisite none;

Overview:

For 10,000 years, man has inhabited New Mexico. The oldest known evidence of human life in New Mexico can be found in Sandia Cave. Recorded history did not begin until the 16<sup>th</sup> century--and the constitution of New Mexico wasn't adopted until 1911. Historical events in New Mexico cover a broad spectrum, and students will come to understand how such events have influenced the history of our country, and the world. Starting with the rich history of indigenous tribes and the legacy of the conquistadores, students will discover the wonder and conflict of early New Mexican history. They will come to appreciate the impact of western settlers, and important events leading up to the second half of the 20<sup>th</sup> century, such as the political, economic and technical impact of New Mexico in World War II. They will understand how these events still shape their experiences today.

Note: This course will satisfy the New Mexico Standards and Benchmarks for Social Studies in the areas of geography, world, European and United States history.

### **Modern World History**

Credit- 1.0 (Full year course)

Grade Level 10

Pre-requisite: none

Overview:

**This course** will meet the New Mexico Public Education Department graduation requirements for modern world history.

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**I. Early World History** is a survey of human societies from aboriginal times up until the 17<sup>th</sup> century. The evolution of isolated civilizations into

interconnected societies will be shown to be a result of geographic location, as well as historical and cultural developments. A foundation for comprehending world geography from a political perspective will be established in this course. Students utilize social, political and economic approaches to understanding human society, writing both formal and informal compositions. Researching special topics of individual interest, students will write a research paper, and make a formal presentation.

**II. World History from the 17<sup>th</sup> century to the present** will explore cultural and religious roots of civilizations as well as economic and political factors that shaped their development, cooperation, conquest, or demise. Students will hypothesize about the causes of political interactions and conflicts. They will consider politics and economics, religious and social influences, and military strength as they determine their relevant impact in the development of nations, tribes, and cultures. Students will read abstracts of major literary works and become familiar with the lives and legacies of historical figures. They will continue to employ critical thinking skills in discussions and support their opinions with associated writing assignments.

### **US History**

Credit- 1.0 (Full year course)

Grade Level 11

Pre-requisite: World History

Overview:

**This course** will meet the New Mexico Public Education Department graduation requirements for modern United States History. This course begins with a review of pre-Columbian America and indigenous “First Nation” histories and perspectives. These will be contrasted with the Colonial perspective, as hallmarked with the arrival of Europeans. Examining the American experience from these points of view, students will continue to develop their critical thinking skills as they explore the events and philosophical ideas that can unite or fragment a nation.

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Building on the theme of union and division, the focus will shift to the Civil War and its inherent causes. A research paper on a related topic is required. An overview of the succeeding decades up to World Wars I and II examine the most important events of the time as well as major movements, and the most influential leaders and ideas.

The course culminates with a lively discussion of current events in New Mexico and our country, putting many of these issues in the context of their historical background. Students will look forward to supporting their opinions with the oral and written recounting of historical facts.

### **Economics/Government**

#### **Economics**

Grade 12

Credit: 0.5 (1 semester course)

Pre-requisite: none

**This course** will meet the New Mexico Public Education Department graduation requirements for Economics. Individual and group projects, role-playing, critical thinking and debate will be employed in the study of U.S. and other economic systems. Government regulation, free-market capitalism, principles of production and consumption of wealth, laws of supply and demand, deficit spending and taxation will be examined. Students will acquire an understanding of micro- and macro- economics. The influence of major financial institutions will be discussed. Current events will be looked at from an economist's perspective.

#### **Government:**

Grade 12

## **PART C – THE RENEWAL CHARTER**

Credit: 0.5 (1 semester course)

Pre-requisite: none

**This course** will meet the New Mexico Public Education Department graduation requirements for Government. This course begins with an examination of the United States constitution and how both European and American thought contributed to its institution. Federal and State governments will be compared. As students gain an understanding of the form and function of executive, legislative and judicial branches, they will become familiar with the philosophies of political parties and their most notable leaders. Students will acquire the terminology and understanding to better articulate their personal opinions in political discussions. Commonly misused labels and often misconstrued concepts will be brought forward for deconstruction.

### **Mathematics**

#### **Geometry/Trigonometry**

Grade Level 9

Credit: 1.0 (full year course)

Pre-requisites: None

Recommended: C grade or higher in 8<sup>th</sup> grade math

Overview:

**Students will** build from spatial to abstract as they start with the basics of classifying shapes. Students will also understand their comparative properties, such as congruence and similarity.

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Utilizing a compass and protractor, they will observe the difference between rotational symmetry and reflection, dilation, translation and other simple transformations.

**Students will** also learn strategies to find measurements indirectly. Students will learn how the science of geometry has real world applications. In the final stage of the course, students will be introduced to the six basic trigonometric functions and their identities, values, proofs and relationships. An emphasis will be placed on real life applications in the fields of electronic and mechanical engineering, and related careers in physics.

### **Data Analysis and Probability**

Grade Level 10 or 11

Credit: 1.0 (full year course)

Pre-requisite: none

Recommended: C Grade or higher in 9<sup>th</sup> grade Math.

#### **Overview:**

Rather than calculations and derivatives, this course helps students to comprehend the concepts and methods of introductory statistics in a more meaning full way for everyday living. Students will work with real data and use critical thinking skills in their analyses. They will also have an opportunity to view and analyze data with statistical software. They will debunk common misconceptions about data interpretation, such as confusing a cause and an association. Each pair of assigned students will perform a statistical experiment which will include how to design a statistical study that is both objective and comprehensible. They will also learn the vocabulary associated with statistics and how to frame their research objectives and conclusions based on the research data collected.

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Students will be subject to class scrutiny as they collect, analyze, and graphically display their findings.

Understanding the concept of probability will involve multiple class room simulations, as well as real-life examples. Students will conduct trials, graph data, determine the probability of one event versus multiple events, and utilize graphing tools such as the scatter-plot graph in order to analyze results. Teachers will take every opportunity to promote inter-disciplinary overlap with other content areas such as science, social studies and language arts,

### **Algebra I**

Grade 10 or 11

Credit: 1.0 (full year course)

Prerequisites: None

Recommended: Data Analysis and Probability

#### **Overview:**

Students will strengthen algebraic thinking in order to improve their problem-solving skills, and better understand the relationship of algebra to the previously studied subjects of geometry and basic trigonometry. A review of fractions, proportions, ratios, percentages, order of operations and exponential notation precede the introduction of more complex subject matter. Specific topics include equations, inequalities, linear relations and functions, patterns and expressions, radical expressions and equations, systems of equations and matrices, graphing and analysis. Students will learn to use the language of algebra as they experience its applications in the real world and as they survey related careers.

### **Algebra II**



## **PART C – THE RENEWAL CHARTER**

Grade Level 10 or 11

Credit: 1.0 (full year course)

Prerequisite: Successful completion of Algebra I and Data Analysis and Probability

### **Overview:**

Building on the fundamentals introduced in Algebra I, concepts are analyzed with an emphasis on algebraic vocabulary. Specific topics will include polynomial functions, rational functions, quadratic functions and equations, properties of functions and graphing, radical expressions and equations, exponential and logarithmic functions, as well as imaginary and complex numbers. Students will distinguish between a relation and a rule and a function. Graphing opportunities will abound as students use graphs to describe relationships between variables. Students will be able to apply algebraic equations and formulas to real-life situations.

### **Concurrent Enrollment for Higher Level Math**

The following courses will be offered through concurrent enrollment: College Algebra and College Calculus.

## **SCIENCES**

### **Earth Systems Science**

Grade Level 9

Credit: 1.0 (full year course)

## **PART C – THE RENEWAL CHARTER**

Pre-requisite: none

### **Overview:**

This course embraces Earth Science, Ecology and Environmental Science. In addition to learning about the structure of the Earth, students are introduced to Earth Systems Science (ESS), a systemic model of our planet that describes it as the host for the dynamic interplay of its ever-changing interactive systems. Students will begin to understand that the earth's atmosphere, lithosphere, hydrosphere and biosphere are affected by natural and man-made events that can cause them to impact one another. This model provides the conceptual basis for understanding topics in ecology and environmental science. Students are challenged to employ empirical observation, scientific inquiry, and data analysis in their examination of influences on Earth systems, and the problems they potentially present for ecological sustainability.

### **Chemistry**

Grade Level 10 or 11

Credit: 1.0 (full year course)

Pre-requisite: Take concurrently with Data Analysis and Probability.

### **Overview:**

Using algebraic and statistical methods, students perform and analyze chemical experiments which they themselves conduct. They learn to classify matter, study atomic structure, and understand and use the periodic table. They become familiar with the reactive properties of elements and compounds, and predict chemical reactions on the molecular level. Scientific relationships are described with proper terminology and mathematical support. With a variety of hands-on opportunities, students work in pairs to understand lab design, experiment set-up, scientific methods, the importance of accurate measurement and weighing, and the safe use of chemicals and equipment in the laboratory setting. Topics for guided discovery include: states of

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matter, gas laws, chemical solutions and reactions, and the investigation of acids and bases. Students will learn to demonstrate the role that chemistry plays in their daily lives.

### Physics

Grade Level 10 or 11

Credit: 1.0 (full year course)

Pre-requisite: Take concurrently with Algebra I or II.

#### Overview:

This course is a conceptual approach to the nature of physics, but students will be taught how the use of mathematics support the concepts presented. After having been instructed in laboratory equipment safety, they will conduct guided laboratory experiments, and discover the physical laws of the universe for themselves. In the **first half** of the course, topics will include energy, forces, and motion. In an experiment using projectiles, students will observe acceleration and velocity. They will become familiar with momentum and the conservation of energy and understand the principles of work and power.

The **second half** of the course will encompass electricity, electrical circuits, magnetic fields, electro-magnetism, motors and generators, as well as thermodynamics. Students will use a variety of lenses and mirrors in their study of light. They will also use music and sound to study the properties of waves including: reflection, refraction, diffraction, resonance and the Doppler Effect.

### Biology

Grade Level 12

## **PART C – THE RENEWAL CHARTER**

Credit: 1.0 (full year course)

Pre-requisite: Chemistry

### **Overview:**

This course examines the fundamentals of the study of life and basic biochemistry. Attention will be given to energy use and transportation on the cellular level. Students will examine the anatomy and physiology of single cells. Students will study human and animal systems including anatomy and physiology. Students will also learn about environmental biology which includes Earth's major biomes, and the interaction of organisms. Students will learn how to classify organisms and plants into domains and kingdoms. They will become familiar with the theory of evolution and come to understand how scientific theory helps to organize natural phenomena. The students will be introduced to the basics of biochemistry which includes: carbon chemistry, carbohydrates, proteins, lipids and nucleic acids. Students will learn about the power and intricacies of genetics and the principles of heredity as they develop an understanding of the structure of chromosomes and the genes that are within them. Students will also study the roles of DNA and RNA in cell reproduction, division and protein synthesis. Students will be instructed in the safe handling of laboratory equipment and specimens and will engage in scientific investigations that allow them to formulate and test their own hypotheses. Students will be required to analyze, summarize, and present their data for peer review.

## **Modern Languages**

### **Spanish I**

Grades 9-11

Credit: 1.0 (Full Year Program)

Required

## **PART C – THE RENEWAL CHARTER**

Prerequisite: none

### **Overview:**

Spanish I starts with an introduction to the phonetic system of the language. Using the dynamic immersion method, students will converse, read, and write in the basics of Spanish language. Vocabulary drills will be added to build listening, speaking and comprehension skills. Students will practice material covered in class by hearing and speaking with native Spanish speakers. DVDs and a computer program will help students become acquainted with Spanish dialects, customs, and different Spanish-speaking countries.

### **Spanish II**

Grades 10-12

Credit: 1.0 (Full Year Program)

### **Required**

Pre-requisite: Successful completion of Spanish I.

### **Overview:**

Spanish II will broaden the student's study of the Spanish language and its cultures. Dialogue will be emphasized in order to introduce more complex grammar and expand vocabulary. Students will also improve in fluency. Students will role-play in conversational exchanges. They are exposed to supplemental readings from Spanish newspapers, and appreciate a short Spanish literary piece and poem. In a final project, students research a local Spanish artist and write a report, half in English and half in Spanish.

### **ART**

## **PART C – THE RENEWAL CHARTER**

### **Art I Foundational Techniques and Principles of Design**

Grades: 9-12

Credit 1.0 (Full Year Program)

Elective

Overview:

Basic drawing and design techniques are introduced in this course

On 2-D visual arts. A Sketchbook is maintained, and students learn proper handling of materials and tools. In visual art projects and research opportunities, students become acquainted with the styles and works

of exemplary artists.

Pre-requisite: none

### **Art II Art History**

Grades: 10-12

Credit: 1.0 (Full Year Program)

Prerequisite: Art I

Elective

Overview:

## **PART C – THE RENEWAL CHARTER**

Students develop an awareness of aesthetics and cultural contexts for art in this multi-media class that explores petroglyphs to Picasso. Field trips to galleries and museums will be followed by a research paper covering a particular style chosen by the student.

### **Art III Drawing and Painting**

Grades: 11-12

Credit: 1.0 (Full Year Program)

Prerequisite: Art I and II

Elective

Overview:

Students are encouraged to further develop their own style in the areas of both realistic and abstract expression, experimenting with portraiture, figure drawing, cartooning, graphic design, and landscapes. As a personal artistic style is developed, students will attempt definitive and meaningful works expressive of that style. At the end of the course, student works of art will be displayed for public view, and offered for sale, if students so desire.

### **Art IV Pottery and Sculpture**

Grade 12

Credit: 1.0 (Full Year Program)

Pre-requisite: Art I, II and III

## **PART C – THE RENEWAL CHARTER**

Elective

Overview:

Students are introduced to art challenges of increasing difficulty, with a variety of art media (including wood, clay, soft sculpture and textiles) and subject matter. Original art pieces will be created, emphasizing independent thinking as they better express their own individual, artistic style. At the end of the course, student works of art will be displayed for public view, and offered for sale, if students so desire.

### **Physical Education/Health**

#### **Physical Education**

Grades 9-12

Credit: 0.5 (1 semester class)

Pre-requisite: none

Required

Overview:

Physical Education is a fitness-oriented course promoting an active lifestyle. PE will be taken in the fall of the school year. Students may choose a sports-related/recreational component, gymnastics, or a guided body-building/conditioning routine as their focus after learning proper technique.



## **PART C – THE RENEWAL CHARTER**

### **Health**

Grades 9-12

Credit: 0.5 credits (1 semester course)

Prerequisite: none

Required

Overview:

Students will study aspects of good physical health, as well as mental and emotional wellness. Students will develop skills for maintaining a healthy lifestyle, and healthy relationships. Topics crucial to adolescent health and development in the social context will be discussed, including sexuality, communicable diseases and their effects, alcohol and substance abuse, and the many perils of peer-pressure.

### **SPECIAL COURSES**

#### **ACT/SAT College and Vocational Preparation Course**

(This is a required class for graduation)

Grade Level 11-12

## **PART C – THE RENEWAL CHARTER**

Credit: 0.5 (1 semester course)

Prerequisite: none

Overview:

Students learn how to prepare for the ACT/SAT tests, and practice with test-taking strategies pertinent to the ACT that will lead to score improvement. Test booklets, as well as computerized test versions, will be used. To help students get started with their vocational preparations, they will take inventory of their skills and interests. Those students considering a college, university, or technical school, will examine admission requirements and determine best fits to their own academic standing and career paths. There will also be practice with school applications and applications for grants and scholarships.

As the course finishes, each student will have compiled a personal career portfolio concordant with their post-secondary career goals.

**MESA**

Grades: 9-12

Pre-requisite: none

Elective

Overview:

“ Building America’s Mathematicians, Engineers and Scientists...today”

- MESA

## **PART C – THE RENEWAL CHARTER**

Village Academy is one of more than 130 schools working in partnership with MESA, an organization working to “empower and motivate culturally diverse students with science, technology, engineering, and math (STEM) enrichment”. MESA is a college-prep program. MESA partners with industry, government, the community, parents and teachers to heighten career awareness, and to enrich and support each student’s individual experiences in a variety of Math, Science and Technology venues.

Participating students must maintain a minimum GPA of 2.0 and must enroll in a college-prep course (after school hours) or internship (available during seasonal breaks) all four years of High School. They must compete in a MESA day competition each year, as well as perform community service. It is MESA’s Vision statement that defines its commitment: “to create diverse, well-educated professionals who reach their full potential as leaders”.

### **Civil Air Patrol**

Grades: 9-12

Credit: A dual credit opportunity

Elective

#### **Overview:**

Our partnership with New Mexico’s Civil Air patrol is an excellent introduction to Aeronautics and Aerospace training. Mentorship and leadership, responsibility and community involvement are stressed for the young “cadets” who explore possible career orientations in the aerospace sciences, and are encouraged to keep a portfolio of their research. The Patrol’s hands-on approach allows students to build a working knowledge of aeronautics with everything from classroom activities that include model gliders in order to teach aircraft terminology and Flight Dynamics, to an Extra-Vehicular Activity (EVA) simulation that allows students to get a sense of working in a weightless environment. An Orientation Flight is possible for students that excel and they will have the opportunity for High School credit.

## **PART C – THE RENEWAL CHARTER**

### **Driver's Education**

Grades: 9-12

Credit: 0.5 (1 semester course)

Prerequisite: must be 15 years or older and have permission from a parent or guardian.

Elective

Overview:

This preparatory class is open to students who are at least 15 years old and have parental permission. A classroom course addressing rules of the road, driving hazards related to weather, vehicle maintenance, driver intoxication, and driver fatigue (such as falling asleep at the wheel, and "highway hypnotism") will be offered. In addition to the dangers of alcohol and drugs, students will be exposed to the recent and very frightening examples of accidents that can occur due to cell phone usage while driving including applications such as 'texting'. Students will practice road sign recognition with flash cards and by watching educational videos on safe driving habits. Upon completion of the course, students will take written tests. One component of the course will provide hands-on experience with vehicle road worthiness checks and simple maintenance. Those students who acquire a New Mexico driver's temporary permit, will have opportunities to operate a vehicle with a certified instructor as a part of the curriculum.

### **Agricultural Science**

#### **Domestic Animal/Pre-Veterinary Science**

Grades: 9-12

## **PART C – THE RENEWAL CHARTER**

Credit: 1.0 (Full Year Course)

Pre-requisite: Take concurrently with Biology

Elective

Overview:

This class will be an introduction to domestic animal/pre-veterinary Science. This is an opportunity for students to learn, first-hand, how to raise and care for domesticated animals. At the Village Farm, students will gain skills in health management of horses, sheep, goats, cows, geese, and rabbits. Learning about nutrition will require knowing how to perform proper feeding and watering techniques during the different seasons of the year. Students will get experience selecting and mixing feeds (Dietary Formulation) for a number of common species. Sheep will serve as subjects for proper handling techniques. Horses are excellent subjects for studying animal behavior and animal locomotion. In the classroom and 'lab', students will look at feed ingredient labels, and understand that proteins, carbohydrates, and fats must be carefully balanced according to species requirements. They will study animal anatomy and physiology and compare them with their study of human anatomy and physiology in grade 12 biology. They will learn terminology for the major parts, joints, and bones of diverse farm animals including an in-depth examination of the horse's hoof, its composition and structure. Students will also learn the importance of keeping hooves in optimal condition. There will also be an introduction to embryology, egg production, and storage. Attention will be given to the prevention of botulism and salmonella. Topics will also include knowledge of how animals and crops can safely coexist. Common parasites, conditions and diseases will be studied with emphasis on prevention. Relevant current issues will also be explored such as grazing rights, and controversial BLM policies such as wolf introduction, and the management of wild horses.

### **Introduction to Agriculture**

Grades 9-12

Credit: 1.0 (Full Year Program)

## **PART C – THE RENEWAL CHARTER**

Prerequisite: Take concurrently with Biology and New Mexico History/ Geography

Elective

Overview:

This is an attractive course with a comprehensive scope, covering the major aspects of Agricultural Science and Technology. Discussions about crop viability, agricultural mechanics, and aquaculture will necessarily include references to, and discussions about, New Mexico's natural resources, climate altitude, temperate zones, semi-arid soil sustainability, and environmental pressures. Consequently, a background in New Mexico History and Geography is a prerequisite. Land and water management will be recurrent themes throughout the course, as will soil conservation and renewal and as water conservation strategies. Students will experience the challenges of agricultural systems management first-hand as they visit a local Pueblo's agricultural enterprise. They will be invited by a mentor to assist in a variety of field work experiences, and be instructed in the protocols for equipment safety. The Village Greenhouse offers opportunities to work with plant propagation and horticulture. Students will learn and work with hydroponics, vertical planting, and new fertilization techniques. Classroom and field work will be supplemented with laboratory investigations involving the anatomy and physiology of plants with a close up examination of common pests and diseases.

Students, having chosen a topic of special interest, will perform an agriculture literature search using the public library as they prepare a research paper. Part of their library research will be dedicated to exploring the wide range of agriculture-related careers. The importance of good communication skills in this field will be stressed. There is an agricultural vernacular that students will need to learn and practice which is proof that vocabulary is important wherever you go. Quizzes will support retention of this vocabulary. For those students who choose to pursue the field, there will be opportunities for employment in a variety of dynamic sectors within this profession. The goal of this course is to prepare prepared individuals for continued study and training or employment at an entry-level position. Relevant current issues will also be explored, such as grazing rights and controversial BLM policies such as wolf introduction, and the management of wild horses.

### **Successful Small Farm Management**

Grades: 9-12

## **PART C – THE RENEWAL CHARTER**

Credit: 0.5 (1 semester course)

Prerequisite: Concurrently with Animal/Pre-Veterinary Science, Agriculture

Elective

Overview:

An increase in moisture and a cooling of temperatures can cause corn stalks to weaken under the weight of heavy ears. Students will learn how to check for corn stalk strength. Students will learn how to keep horses and livestock cool in the summer and how to water hogs when the troughs are frozen over. They will be instructed on the cost of a tractor and how much of your budget will need to be dedicated to maintaining machinery and equipment. They will also know how much to invest in the purchase of livestock. Students will learn the answers to managerial questions and concerns as they relate to the fundamentals of farming on a small scale.

This entrepreneurial challenge has experienced a revival in recent years.

A practical component of this course, for instance, will be lessons on how to maintain a reliable water supply for irrigation, as well as domestic purposes. Students will learn how to locate, transport, store, and purify water. A very practical and crucial aspect of this course will be an in-depth study of all that relates to fiscal management, profit and loss, and surviving the challenge of managing a successful, small farm.

**Independent Study**

Grades: 9-12

Credit: 0.5 (One semester course)

## **PART C – THE RENEWAL CHARTER**

Prerequisite: The permission of a parent or guardian, two instructors, the principal, and the school counselor.

Elective

Overview:

This is an individually customized program for students who want an in-depth study of a specific area of interest. The most beneficial and productive results are best achieved in the context of a mentorship experience which intensifies the learning process and will methodically provide a quality acquisition of specific skills. It is recommended that students enjoy this elective course with their career path in mind. A final portfolio, in some form, will document the student's progress. Following are some examples of independent study opportunities:

### *Special topics in Agriculture*

- Water conservation: exploring reservoirs, the Rio Grande, and irrigation sites
- Food Safety and Defense
- Strategies for Healthy Livestock and better Food Quality at harvest time and Organic Farming methods

### *Current Issues: New Mexico Land, Water, and Wildlife management*

Students may choose to explore current issues of interest such as soil conservation, grazing rights, problems in water distribution, and controversial BLM policies such as wolf introduction, and the management of wild horses.

### *Tools and Skills for Green jobs*

Students may work with local organizations for on the job instruction

in a range of green job skills such as recycling, solar panel installation, and researching government and private industry's new green technologies.



## **PART C – THE RENEWAL CHARTER**

### **3. Strategies and Methods:**

- Provide a description of the strategies and methods used in delivering the curriculum.

#### *Strategies and Methods*

- An emphasis on ESL and TOESL certified staff with stipends to promote certification was approved by our Governance Council.
- An emphasis on visual presentation of content; for example, MIMIOs, DVD presentations and a set of miniature white boards and eraser markers for students to practice their math problems in a different mode.
- Our Read 180 provides instruction specifically geared towards ESL learners and we offer several language choices to report data results to parents.
- Our Read 180 provides three transitions for movement and provides computer instruction, writing lessons in their own book and audio tapes to practice hearing books they are assigned to listen to.
- Read 180 assessments correspond to MAPS testing in comparison.
- Read 180 topics also complement Core Knowledge, as the required reading emphasizes various topic headings important to our Core Knowledge Curricula.
- Grouping is emphasized for differentiated instruction. This is especially important in Math where we have a bimodal distribution according to our SBA results this year.
- Patient waiting for answers by teachers, and coming back to students if they are not prepared to answer.
- High expectations for all students to perform to the best of their ability.
- Special attention to attendance.
- Strategic scheduling to maximize learning. For example, offering physical education, first thing, in the morning to energize students and then Math class.
- Ergonomically correct chairs were piloted in Science class, to promote the ability for students to rock, but not fall back, encourage lumbar support and expand our students diaphragms' to reduce fatigue. This has been such a success and students report satisfaction, that we will be replacing future chairs, as they age out. Students are able to remain actively engaged with reduced disruptions for redirections.

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- Our art program provides an inter-disciplinary approach to support Science, History and Math. Children are presently learning measurement, proportion, and ratios. These three concepts are very important to data analysis and relate to all three subjects mentioned above. Our art program emphasizes Core Knowledge as it relates to art history and integrates history effectively with visual examples to support a visual timeline for sequencing historical events.
- Our Civil Air Patrol practices drill instruction and this assists all of our children in learning how to cooperate as a team and practice listening to basic instructions.
- We have a wonderful community volunteer who sits with children, individually and listens to them read aloud a book of their choice. She's followed our children through their second year of intervention. Reading aloud emphasizes proper pronunciation which reinforces retention and thus increased vocabulary.
- Our Reading and Language Tiers I, II and III Intervention are as follows: first, Read 180, second, SRA Scholastic Comprehension Practice and, third, Toe by Toe, a phonemic system.
- Our Math Tiers are as follows: class learning, our after-school program and finally individual math tutoring.

The instructional focus at VACS is on rigor and relevance with the acquisition of cross-cutting competencies (i.e. "skills") and knowledge that empower students to play active roles in the world in which they live. Through direct instruction, hands-on and project-based learning, students at VACS work toward achieving mastery of the knowledge and skills outlined in the New Mexico State Content Standards and Benchmarks

A strong emphasis is placed on experiential learning-- students are provided with frequent "hands-on" opportunities outside the classroom. The new campus at Juniper Hills will serve as an extended classroom for the students providing unlimited possibilities for experiential, authentic, performance-based learning opportunities. Teaching and learning at VACS is very much based in the real world and learners easily perceive the relevance and importance of their work. Lessons are cross-curricular in design whenever possible and serve to strengthen a child's skills across the curriculum.

VACS students are encouraged to be keen listeners and observers. Fieldwork and service projects allow students to gather first-hand information and data from the environment. Students are guided to reflect on what they learn and to readily ask questions.

Ultimately VACS strives to develop higher order thinking skills-- e.g. analysis, synthesis and evaluation-- in our students. VACS aims to produce well-informed and thoughtful citizens who show a genuine concern for their world and are prepared to take action to solve problems.

Collaborative planning enables VACS instructional staff to use schoolwide thematic approaches to instruction centered on the Core but, experienced by students, for example, through the prism of Community and Environmental Studies. Teaching requires both curriculum innovation [through Core Knowledge] and the

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adaptation of materials to supplement students' basic instructional needs and strengths, while also drawing from multiple intelligences best practices.

Teachers are given the support and time necessary to plan appropriate instructional strategies. Instructional technologies, including whiteboards, computer-based instruction, and Internet access are used to enhance and complement curricula. Technology tools also support administration, lesson preparation, and direct instruction. Teachers are selected in part based on their skills in incorporating external resources such as the natural, cultural, and historical resources mentioned above into active learning opportunities for children.

Village Academy student attendance has improved, dramatically since the school first opened. At the end of standards-based testing, VACS staff have learned, is not a time to allow students to rest on their laurels and assume there is little more to be done before the school term is over. When testing is over, it is even more important for our students to attend school every day, since teachers immediately begin teaching the next grade level and working on areas of weakness following the testing period.

If a student is completing 6th grade, the teacher begins preparing students for 7th grade, and a student in 7th grade is challenged to begin their 8th grade curriculum. The rationale for this is the fact that instruction is almost always short-changed by eight weeks when the state tests students in their assigned grade level. Core Knowledge Curricula is the cornerstone of our charter and the 'CORE' is taught with a pretest and post-test to assess progress.

Eighth grade students are getting ready to prepare for the 9th grade. Their curricula will include working on their individualized needs and 9th grade skills such as computer instruction, research, preparing high school level papers, typing, study skills, vocabulary building, the Math program and Read 180 programs, and note taking.

Our strategy of choice, which we refer to as "Teaching to Maximize Students' Time on Task" or SBA-to-SBA, has been very effective in challenging students, keeping them motivated and on task. We implemented this strategy in 2008-2009 and it was instrumental in improving re-learning, reducing regression and improving attendance. We believe it was directly responsible for helping our school meet our AMOs for the first time in both reading and attendance. To help us more accurately align our teaching with state mathematics content standards and benchmarks, VACS consulted with Russell Van Ives, a math and science instruction expert who advised that no one curriculum can help improve student achievement; rather, we need to supplement our curriculum, extensively and expand professional development opportunities for our instructional staff. We will continue to

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work with Mr. Ives and APEX Education to deliver math professional development strategies to meet our AMOs. We also utilize peer-to-peer tutoring strategies through the MESA Program, once a week.

## **PART C – THE RENEWAL CHARTER**

### **B. EDUCATIONAL PROGRAM**

#### **1. Length of School Day and School Year:**

- State the length of the school day, including the number of instructional hours;

The length of the school day is 8:00 a.m. to 3:00 p.m., including 6 hours 40 minutes of daily instruction.

- State the length of the school year, including number of days and total number of instructional hours.

School starts Aug. 17 through May 21, with total number of instructional hours calculated at 1146.7 hours, based on 172 teaching days at 6 hours 40 minutes of instruction, daily.

#### **2. Grade Levels, Class Size and Projected Enrollment:**

- State the grade levels the charter school will serve.

The proposed expanded charter program will serve grades 6-12.

- State the total projected student enrollment (maximum enrollment for the school).

Village Academy projects total maximum enrollment at 144 students.

#### **3. Graduation Requirements (if applicable):**

- Describe the credits and requirements for graduation.

24 Credit Hours and 2 Concurrent Enrollment Units are required for graduation.

### **C. STUDENT PERFORMANCE EXPECTATIONS**

Student academic performance is central to a school's existence. Student performance expectations must be aligned with the mission and the educational plan. The student performance expectations must be stated in SMART goal format.

- Provide student-centered goals that are SMART:
  - Specific;
  - Measurable;
  - Ambitious and Attainable
  - Reflective of the school's mission;
  - Time-Specific with Target Dates

## PART C – THE RENEWAL CHARTER

### ***Goals and Student Performance Expectations***

Village Academy Charter School's goals and objectives listed below are grouped to consolidate the long list originally developed in 2004. The school uses continuous improvement principles to drive data based decision making. The school and teachers adopt evidence-based practices to increase school and student performance. VACS staff select practices based on a practice's effectiveness with their target population. Teachers, in particular, rely on information from various assessments to guide student grade level standards attainment.

## Goal 1: Students Perform at State Standard

<b>Objectives:</b>	<b>Measure:</b>	<b>Outcomes:</b>
<p>4. Mastery of the appropriate State Standards.</p> <ul style="list-style-type: none"> <li>a. Read fluently on grade level.</li> <li>b. Communicate in written form using appropriate language skills.</li> <li>c. Solve mathematical problems &amp; master basic math facts.</li> </ul> <p>5. Increase students efficacy at school experiential learning</p> <ul style="list-style-type: none"> <li>b. Use simulation Mesa, group investigation ice skating, experimentation, and cooperative learning CAP. Martial arts</li> </ul> <p>6. Utilize technology.</p>	<p>4. NMSBA</p>          <p>5. Participation rates</p>          <p>6. Staff reports</p>	<p>4. Progress meeting State standards</p> <ul style="list-style-type: none"> <li>a. 46.1% of students read proficiently or improve one proficiency level in one year</li> <li>b. 44% meet State writing standards (half of those improved an entire proficiency level)</li> <li>c. 38.4% of students solve math problems proficiently or gained a proficiency level.</li> </ul> <p>5. Increase students efficacy at school through Project based learning</p> <ul style="list-style-type: none"> <li>b. 100% of students participate.</li> </ul> <p>6. Used in Math, Science, &amp; Read 180,</p>

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### Goal 2: Students Develop Citizenship

Objectives	Measures:	Outcomes:
3. Respect the rights of other's attempts to learn. e. Take responsibility for actions. f. Evaluate and manage own behavior as a group member. g. Demonstrate consideration for individual similarities and differences. h. Practice respect for laws and rights of self and others. 4. Create a positive vision for self and future.	3. Discipline records 4. Staff reports	3. <b>Disciplinary referrals reduced to 4</b> in 08-09 from 18 in 07-08.  4. 8 <sup>th</sup> graders develop higher goals for Next Step Plans than they would have without VACS (e.g. many plan for challenging math or college prep course work in high school)

### 3. School-Level or Organizational Goals Identified in the Current Charter

#### Goal 3: School will develop infrastructure to support data driven decision-making

Goals & Objectives	Measure	Outputs
<b>Objectives</b> 17. The school will use a range of assessments to determine student progress, and 18. will participate in the New Mexico Standards Based Assessment and 19. STARS Reporting program, 20. The school will have staff attendance rates equal to or higher than the average attendance rate. 21. The school will prepare an annual Quality of Education School Performance Report Card that compares favorably with schools that have similar student populations within the state. 22. The school will provide new professional opportunities for teachers	17. Demonstrated use at site visit 18. Annual PED AYP report 19. No STARS failure to report notices 20. Attendance concerns on PDPs 21. Q of E reports available 22. Teacher reported attendance.	17. School used: NMSBA, NWEA MAP, Read 180, Custom Core Knowledge Assessment 18. Met test Participation goals all three years 19. Met STARS reporting on the school's first quarter and every reporting period since. 20. 5 FTEs (7 staff) with no attendance concerns on any PDP 21. Not achieved. Collaboration among the Charter district and VACS have not yielded VACS Q of E results. See corrective plan below. 22. Trainings provide: Advanced Placement training, Read 180, Verbal de-escalation, Diversity training, Native American Culture, Base 10, Microsoft Outlook 23. Olympic level gymnast & ice skater introduce new skills and attitudes, local Police mentor

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23. The school will create opportunities to tap the expertise and experience of qualified professionals not currently employed in the public school system.	23. Demonstrated curricular units at site visit.	students, Hispanic astronaut, Sandia Lab conducts guest lesson, visit air traffic ctrl, etc.
24. Use continuous improvement processes to maximize instructional impact	24. Modifications evident at site visit.	24. Reading instruction modified, Math instruction identified for modification.

### D. PLAN FOR EVALUATING STUDENT PERFORMANCE

A Plan for Evaluating Student Performance must address the following components:

- the types of assessments, in addition to the statewide mandated testing, that will be used to measure student progress toward achievement of the NM Standards and the school's student performance expectations;
- the procedures for taking corrective action in the event that student performance falls below the NM Standards and/or the school's student performance expectations;
- remediation for students not achieving standards, including a timeline for implementation of the remediation plan; and
- the process for documenting and reporting of student data to students and parents.

#### *Plan for Evaluating Student Progress*



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Village Academy Charter School will comply with all data reporting and accountability

requirements for student performance set by the NM Public Education Dept. and the Charter School Division. VACS will report into the STARS (Student Teacher Accountability Reporting System) according to the state schedule, as well as prepare an analysis of testing data and other schoolwide data collected through the NM PED Quality of Education survey. Regarding overall school performance, VACS will also survey students, staff, parents, and others. The school will also document in a variety of ways how student performance goals will be met, including:

- How improvements occur for all students at VACS.
- How students demonstrate success with progressively more challenging instructional materials and programs.
- How students become increasingly self-directed as learners.

VACS relies upon a balanced set of assessment tools. The charter school's plan for evaluating student performance includes combined use of statewide standardized testing tools (NMSBA), as well as short-cycle (NWEA-MAP Levels Test) and alternative assessment techniques that also test student learning (READ 180 and Core Knowledge assessments). A variety of measures and formats are employed, including previous test data, Individualized Educational Plans, and students' Next Step plans.

### ***Measuring and Reporting Outcomes***

Measurable pupil outcomes identified for use by the charter school address the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school's educational program. The Core Knowledge Sequence serves as the framework for instruction aligned to all appropriate New Mexico Content Standards and Benchmarks.

The charter school's plan to evaluate student performance includes combined use of statewide standardized testing tools, as well as alternative assessment techniques that also test student learning for real world applications. The school's **Educational Plan for Student Success (EPSS)** is reviewed and updated annually. This document provides direction to staff, linking academic and programmatic [measureable] objectives to scheduled implementation and administration of assessments.

Along with the New Mexico Standards-Based Assessments, and other required writing assessments, as well as NWEA-MAP Levels Testing (short cycle assessment) administered three times per year, these include individual instructional team assessments, academic descriptors, rubrics, student-led conferences, and student work portfolios, presentations; observations; teacher-designed tests; and other end of unit tests. They also include performance projects, community service logs and project

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evaluations, and exhibitions. An exhibition is a student presentation to a panel of faculty and experts to determine the student's knowledge and ability to explain what was learned.

The charter school provides both formal and informal communication about a student's progress to the student, the family and appropriate school personnel. Ongoing student monitoring and parent communication may include: progress reports, phone communication, student conferences, parent/teacher conferences. Teachers and families will use the shared information to support the student's learning. The student needs to understand and contribute to the process by helping identify her or his efforts, accomplishments, and learning needs.

By using a variety of assessment tools, VACS increases the likelihood of gathering accurate information. Teachers also use narratives in addition to letter or number grades. Student evaluation plans will be implemented that define a challenging set of accomplishments for students, which will include learning outcomes identified in state content standards and benchmarks. The system of assessment will be designed to contribute to student performance by:

- Informing students in clear terms what is to be learned.
- Making it easier for teachers and parents to monitor and track attainment of knowledge and skills mastery.
- Making it easier for assessments to support student learning and serve as tools for improvement of instructional methodologies and pedagogy.

Instructional staff review student assessment data, frequently, in order to inform continuous process improvement (constant adjustment of and differentiation of the instructional process to meet students' evolving needs). During the year, teachers also participate in evaluations (through discussions with other teachers and the principal) to make improvements in the educational program during the year. In addition to comprehensive assessment of pupil outcomes, regular feedback from students, teachers, parents, and community leaders is generated by questionnaires, surveys, discussions, observations, interviews, and discussions at PTO (Parent/Teacher Organization) meetings, where appropriate.

The results of this comprehensive schoolwide evaluation is reported in a variety of formats to parents and other constituents. Distribution of a school newsletter and published reports in local media such as The Sentinel and Sandoval Signpost are used, regularly, to inform the public of the relative success of the program, and efforts to help promote continuous growth and school improvement.

To assist our faculty, VACS has enlisted consultants with expertise in evaluation, enriched learning environments, technology applications, best practices, and innovative math and science teaching strategies, among others. At a minimum, our achievement goals are based on state performance-based measures that meet district and state standards and expectations. In addition, we set goals for steady improvement from semester to semester and year to year.

Through the New Mexico Coalition for Charter Schools (NMCCS) and networking with other charter schools nationally, VACS continues to investigate other accountability models and assessment best

## **PART C – THE RENEWAL CHARTER**

practices that may be beneficial for our program and students.

**Authentic Assessment.** In addition to standardized tests, authentic assessment tools, (such as portfolios, teacher observation, journals, sketchbooks, photographs, art and other projects collected throughout the year) have been used to evaluate children's academic progress. These formats show students' progression in different curriculum areas throughout the school year including student participation in year-round activities such as service learning and school improvement projects.

**Service Learning.** Teachers summarize students' participation in community outreach activities. Students' understanding of the goals of the community outreach and service learning activities are evaluated through written essays and group discussions about students' perceptions of the activities they participated in, and the perceived benefits to themselves and others.

To summarize, all instruction is being designed with regular evaluation of student understandings and performance. Instructional staff will measure student performance continually, both during and at the end of each thematic unit and in each content area. Instructional staff will perform weekly reviews of student work that will include, but not be limited to, reviews of assignments, evaluation of progress and evaluation of work completed (quantity and quality). Teachers have the first responsibility for measuring and monitoring student progress and performance.

### ***Tracking Student Progress and Intervening if Necessary***

During the year, students are formally evaluated at four intervals with evaluations sent home; however, reporting home may occur at any time. A grade-letter report card is distributed. Parent-teacher conferences occur a minimum of two times a year, once at the beginning of the year and once in February. Subsequent parent-teacher conferences may be held more frequently, if needed. Students' strengths and weaknesses are derived from teacher examination of quiz and test items, academic prompts (open-ended questions or problems), performance tasks and projects, teacher observation, and student and parent input. Areas of weaknesses are highlighted, so that parents, student, advisor and teachers can identify necessary steps to accelerate learning in areas of weakness.

If, at the end of a reporting period, a student is not meeting performance criteria, the teacher and parents will formulate a written plan in an effort to assist the student.

### ***Taking Corrective Action if Student Performance Falls Below the Standards***

Our educational program focuses on improving the abilities and performance of low-achieving students at all grades in all subject matter areas. Our performance goals call for the greatest improvement of low-achieving students.

## **PART C – THE RENEWAL CHARTER**

Throughout this process, school staff work closely with the principal/instructional leader and educational consultants, if appropriate, to identify specific strategies that can help close the gap between low-achieving and high-achieving students. Monitoring of student performance occurs daily with frequent testing involved. This close attention to students' progress enables teachers to intervene very early if indicated. Individualized, one-on-one instruction, after-school tutoring programs, parent training, multimedia/ technology support, faculty development and mentor teacher assistance are among the interventions that have been applied in cases where student performance falls below acceptable standards.

Our goal is for low-achieving students to gain at least as much as the school-wide average and consistent with state/federal proficient standards and annual measurable objectives (AMOs). Teachers will continue to place high priority on the progress of low-achieving students and on reducing the gap between low-achieving and higher achieving students. The goal remains for all all students in the school to demonstrate proficiency and higher in all subject areas.

Village Academy Charter School will comply with Sec. 22-2C-6 NMSA 1978 as relates to remediation programs, promotion policies and retention of students.

A parent or guardian must be notified no later than the end of the second grading period in which a student is failing to make adequate yearly progress and achieving appropriate grade level proficiency of standards. The teacher will discuss with the parent possible remediation programs available to assist the student's attainment of AYP. Specific academic deficiencies and remediation strategies must be agreed upon by the parents and a written plan prepared that contains new timelines, academic expectations and the measurements that will be used to verify that the student has overcome his academic deficiencies.

Remediation programs and academic improvement programs include tutoring, alternative teaching methodologies, extended day or week programs, summer programs and other research-based models for student improvement.

Other strategies might include working with the family to examine — and correct — factors outside the classroom that may affect performance, or recommending other diagnostic tests to identify possible underlying factors affecting student progress. The focus of corrective action is to help students overcome the barriers to improved skills through their own perseverance and goal orientation

Three options are available regarding the promotion of children at the end of grades six through eight, dependent on the student's making AYP. These are:

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### **Option 1. Promotion**

If a student has attained AYP, the student shall enter the next higher grade or academic level.

### **Option 2. Remediation**

If a student has not attained AYP, the student shall participate in required remediation. Upon certification by VACS that the student has successfully attained AYP, the student shall enter the next higher grade or

### **Option 3. Retention**

If the student has not attained AYP upon completion of a prescribed remediation program, and upon the recommendation of the student's teacher(s) and the school Administrator, that student shall either be:

a.) Retained in the same grade or academic level for no more than one academic year

with an academic improvement plan incorporated developed by the student assistance team in order to meet AYP, at which time the student shall enter the next

higher grade, or

b.) Promoted to the next grade or academic level if the parent refuses to allow the

student to be retained pursuant to subparagraph (1) of this paragraph. In this case,

the parent shall sign a waiver indicating a desire that the student be promoted with

an academic improvement plan designed to address the specific academic deficiencies at issue. Students failing to attain AYP at the end of the academic year shall be

retained in the same grade or academic level for no more than one academic year in order to have additional time to master the content standards and benchmarks.

### **8th Grade**

At the end of the 8th grade, a student who fails to make AYP shall be retained in the 8th grade for no more than one school year in order to make AYP. If a student is retained in the eighth grade, the student assistance team will develop a specific academic improvement plan that clearly delineates the student's academic deficiencies and prescribes a specific remediation plan to address those deficiencies.

### **Successive Failures to Attain Proficiency**

## **PART C – THE RENEWAL CHARTER**

A student who fails to make AYP for two successive years shall be referred for placement in an alternative program designed and implemented by VACS. Alternative programs shall be filed with NM PED.

### **Students with Special Needs**

Promotion and retention decisions affecting a student with special needs shall be made in accordance with the student's IEP.

## **E. SPECIAL POPULATIONS**

An educational plan must provide a description of the how the charter school's educational program will meet the individual needs of Special Populations and must address the following components:

- suggested modifications to the proposed educational program to meet individual student needs, such as bilingual, limited English proficient, and special education;
- a special education plan that demonstrates understanding of state and federal special education requirements including the fundamental obligation to provide a free, appropriate education to students identified with disabilities;
- how the charter school will provide access to ancillary services including, but not limited to, counseling and health

Village Academy Charter School provide supportive programs for *all students*, as well as at-risk students, with the goal of maximizing academic and social growth of every student (Special Education students, English Second Language (ESL) students, Title I students, Gifted/Talented)

Strategies involve consultation and use of educational and behavioral health professionals and ancillary staff, as well as adult role models from the community. These strategies are available to all students based solely on individual circumstances.

### ***At-Risk Students***

- A Student Assistance Team (SAT) child advocacy team meets, as needed, based on the student's lack of success, parent concerns and/or teacher concerns. A process was established to identify special needs & at-risk students within 10 days of their intake into Village Academy, so they can receive systematic referrals to appropriate ancillary staff or outside agencies. The charter school

## **PART C – THE RENEWAL CHARTER**

networks extensively with community programs and other mental health and clinical support services.

- Students identified with behavioral or emotional issues will receive counseling services, as needed. VACS teachers instruct classes on conflict resolution and personal growth strategies. Teachers and staff coordinate with service providers and appropriate state and county agencies where appropriate.
- VACS seeks out community organizations such as Optimists Club as sponsors and volunteers for youth mentoring programs, after-school and recreational services and other activities as a possible intervention.
- VACS encourages students to participate in outdoors education and experiential learning activities, to help focus on responsibility and self-reliance. These activities and courses are rotated throughout the calendar cycle to allow students greater opportunity to participate. Courses and activities include: horseback riding, ice skating, tennis, golf, swimming, bowling, martial arts, gymnastics, Civil Air Patrol and Young Eagles, among others.

### ***Special Needs Students***

1. All the services above are provided as needed.
2. VACS guarantees service provisions according to PL94-142:
  - Nondiscriminatory multidisciplinary assessment
  - Individualized Education Plan (IEP)
  - Least restrictive environment
  - Procedural safeguard (rights and protection)
3. Special Needs students are mainstreamed in the regular classrooms the majority of the day.
4. They receive direct instruction from a SPED resource specialist teacher who co-teaches with regular classroom teachers.

### ***ESL and Bilingual Students***

1. ESL students have access to their grade level core curriculum.
2. Students receive direct instructional support that focuses on oral language skills in primary language to enhance timely English transitional skills.

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3. Appropriate Home Language assessments are administered using state guidelines.
4. VACS teachers receive professional development to deliver student instruction according to the most effective bilingual/ESL educational models.
5. VACS provides opportunities for students to receive instruction in a second language such as Spanish, Keres, and others, based on student interest.

### ***Title 1 Students***

1. Students receive after-school small-group homework/tutoring assistance.
2. Literacy and Reading are emphasized through special reading/library programs focusing on core literature, and Family Literacy Reading events.
3. The Special Education Teacher provides targeted students with direct instructional support that focuses on basic concepts and skills.
4. Teachers collaborate with parents to provide meaningful, supportive homework; conference frequently with parents.
5. A systematic Literacy Framework and professional development program has been implemented.

### **For Gifted/Talented Students (and as a practical standard for all other students):**

1. Conduct enrichment activities, emphasizing multiple intelligences and hands-on strategies, while also offering qualitatively differentiated instruction that focuses on divergent thinking, logic, analysis, and evaluation.
2. Partner with academic institutions and after school programs, businesses and industries to provide instruction and enrichment in the fields of mathematics, science, and technology, music and arts, wherever appropriate.

### ***Special Education***

VACS will identify, locate and screen students in need of special education services pursuant to Section 504 of the Rehabilitation Act of 1973, Title II of the American With Disabilities Act of 1990 (ADA), and the Individuals with Disabilities Education Act (IDEA). Individualized Education Plans (IEP) are developed for those students that meet these special education requirements. VACS will comply with the IEP process established by PED to ensure that all students are properly identified, assessed and services delivered. Students qualified for special education services will receive the special education services outlined in their current IEP, which is reviewed annually. Students are evaluated within 10 days



## PART C – THE RENEWAL CHARTER

of their intake at VACS, and annually, thereafter to ensure that appropriate levels of service are provided.. This process will assure:

- > Equal access to all students
- > Individualized Education Plans
- > Free Appropriate Public Education (FAPE)
- > Least Restricted Environment (*LRE*)
- > Due process and parental involvement
- > Nondiscriminatory evaluation.

VACS will provide any related services to students according to their IEP. (See school Special Education Manual)

### ***Modifications for All Students***

To ensure that all students are able to achieve the standards as defined by the New Mexico Content Standards with Benchmarks, the table below suggests ways in which VACS may make modifications or enhancements to meet the needs of all students. The following table is from *P. 8, Standards Primer: A Guide to Standards-Based Education in New Mexico* (Center for the Education and Study of Diverse Populations).

Instructional Enhancements	Assessment Enhancements
Use interactive groupings of students in structured and purposeful settings.	Use multiple forms of assessment such as performance-based assessments.
Draw on student background and knowledge.	Create appropriate test settings; use magnification of print or sound, use color-coding to focus attention where appropriate, allow for frequent breaks, use of calculators and dictionaries, minimize distractions and interruptions.
Teach skills explicitly as appropriate and ensure opportunities for students to apply and practice skills in a meaningful context.	Integrate technology into a variety of assessment settings.
Use graphic organizers to model organization skills and to engage students in the process.	Remind students to use self-monitoring strategies and clarify directions.
Use manipulative and connect learning experiences to real life.	Ensure that language and academic skills are assessed appropriately.
Use community experts as resources and as models.	Take dictation for students, allow for tape and/or video recordings.
Minimize interruptions and distractions during time-on-task.	Use multiple measures of assessment to assess language and academic skills of two language learners.
Check often for understanding among students.	Include samples of second language learners' work as anchors when developing rubrics and other scoring devices.
Teach students organizational and study skills.	
Ensure access to resources in the languages, reading levels, and interests of the students.	

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### VI. FINANCIAL PLAN

The Financial Plan should provide a description of how the school leadership intends to manage the school's finances, including assurances that public funds will be used appropriately and in compliance with all applicable federal and state requirements and laws.

### FISCAL MANAGEMENT

- Provide a detailed plan indicating how the charter school manages its fiscal responsibilities.
- Provide a description of the school's internal control procedures utilized to safeguard assets, segregate its payroll and other check disbursement duties, provide reliable financial information, promote operational efficiency, and ensure compliance with all applicable federal statutes and regulations and state statutes and rules relative to fiscal procedures.

#### VILLAGE ACADEMY CHARTER SCHOOL

##### Fiscal Policy for Internal Control

Date Adopted: \_\_\_\_\_ Policy: \_\_\_\_\_

Date (s) Revised

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#### I. Internal Controls Defined

Internal control consists of the plan of organization and all the related methods and measures adopted within a business to safeguard its assets from employee theft, robbery, and unauthorized use; and enhance the accuracy and reliability of its accounting records. This is done by reducing the risk of errors (unintentional

## **PART C – THE RENEWAL CHARTER**

mistakes) and irregularities (intentional mistakes and misrepresentations) in the accounting process.

### **II. Cash Controls**

- a) The Business Manager of Village Academy Charter School maintains cash balances per books.
- b) The Business Office Assistant maintains custody of cash on hand.

**\*\*Please refer to the policies and procedures for cash receipts and cash disbursements in the Employee Fiscal Policies and Procedures Manual.**

### **III. Bank Account Controls**

- a) Deposits are made by the Business Office Assistant and are recorded by the Business Manager.
- b) The Business Manager approves purchase requisition that are prepared and submitted by the Business Office Assistant. Purchase Orders are then approved by the Principal. All merchandise received are checked in, verified and compared to the PO by the Business Office Assistant. All printed checks, which are backed up all required documentation are signed by the Principal and authorized Governing Council Member. (See Policies and Procedures on purchasing).
- c) Bank statements are maintained and reconciled by the Business Manager. The Principal of Village Academy reviews and approves all Bank Reconciliations.
- d) The Principal of Village Academy reviews and approves Bank Reconciliations.

VILLAGE ACADEMY CHARTER SCHOOL

## **PART C – THE RENEWAL CHARTER**

### **BUDGET POLICIES AND PROCEDURE**

Date Adopted: \_\_\_\_\_ Policy: \_\_\_\_\_

Date(s) Revised \_\_\_\_\_ Page 1 of 3

The charter school Finance Committee, in conjunction with the charter school Business Manager, will be responsible for planning, organizing, directing, coordinating, preparing, and presenting to the Governing Council for adoption, the annual school budget. The Governing Council expects the Finance Committee to work closely with the Principal and staff to assess the needs of the charter school. For budgeting purposes, the fiscal year begins on the first (1<sup>st</sup>) day of July and ends on the thirtieth(30<sup>th</sup>) day of the following June.

#### **BUDGET POLICY**

1. In connection with preparation of the annual budget, the charter school shall follow all procedural requirements pursuant to 6.20.2.8 NMAC.
2. The charter school shall adhere to the budget preparation standards set forth in 6.20.2.9 NMAC.
3. The charter school shall adhere to the budget maintenance standards outlined in 6.20.2.10 NMAC.
4. The charter school will cover current expenditures with current revenues. The charter school will avoid budgetary procedures that cover current expenditures at the expense of meeting future years' expenditures, such as postponing expenditures or accruing future years' revenues.
5. The charter school Business Manager shall review all purchase orders for sufficiency of budget.
6. The charter school will prepare monthly financial reports comparing actual revenue to budgeted amounts.
7. The charter school Business Manager shall provide the status of the budget during a report to the Governing Council on a monthly basis.
8. The charter school Business Manager shall present proposed Budget Adjustment Requests (BARs) as necessary to maintain a positive balance by object code for all funds.
9. The charter school Business Manager shall keep the Governing Council informed of the availability of revenue for budgeting purposes.
10. If required, the charter school shall integrate performance measurement and productivity indicators within the budget.

#### **BUDGET PROCEDURES**

1. Planning Expenditures

## **PART C – THE RENEWAL CHARTER**

- a.) The number of students to be educated and the grade level placement of students. Prior year statistical data as well as projections of future enrollment are vital.
- b.) Estimates for future enrollments should be used to extrapolate staffing needs and associated costs such as instructional supplies, equipment, and facility needs.
- c.) The budgetary impact on changes in student/teacher ratios should be evaluated as far in advance as possible so that its impact may be evaluated in terms of requirements for new personnel and associated supplies, equipment, and facilities.
- d.) Contributions to New Mexico Educational Retirement and ERA Retiree plans can be projected through the use of historical costs.
- e.) The Charter school's contributions for NMPSIA health insurance premiums can be estimated through historical data and future projections of staffing patterns.
- f.) The charter school may, out of operational cash balances carried forward from the previous fiscal year, budget an amount not to exceed five (5) percent of its proposed operational expenditures as an emergency account. Money in the emergency account shall be used only for unforeseen expenditures incurred after the initial budget has been approved and shall not be expended without the written approval from the State Superintendent of Public Instruction.

### **2. Anticipating Revenue**

- a.) The principal item of revenue in most charter school budgets is derived from the State Equalization Guarantee. The charter school shall use the STARS average of the prior fiscal year in comparing the number of students to be included in the Middle School program section and the Special Education section of the SDE 910B-5. All projections, including Ancillary FTE, shall be based on historical data only, and the charter school shall not use any estimated MEM in the computation except in the case of a grade level to be added. The charter school shall utilize the district's T&E Index and At-Risk Units as supplied by the PED in computing the State Equalization Guarantee for the budget year.
- b.) Additional revenue generated through Gifts, Donations (non-categorical) should be projected based on bona fide funding sources. Care should be exercised in this projection to ensure that there is no overstatement of revenue projected for this category.

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- c.) The Operational Fund cash balance from the prior fiscal year may be budgeted for any operational expenditures, exclusive of payroll, upon specific approval from the State Secretary of Education.

### **VILLAGE ACADEMY CHARTER SCHOOL**

#### **Policy and Procedures For Petty Cash Disbursement**

Date Adopted: \_\_\_\_\_ Policy: \_\_\_\_\_

Date(s) Revised: \_\_\_\_\_ Page 1 of 2

1. Pursuant to NMAC 6.20.2.14, the charter school shall establish and maintain a cash management program to safeguard all cash in its custody and control
2. Employees may be reimbursed through petty cash funds for small, incidental, and necessary items that an individual purchases with personal funds because time constraints preclude using normal procedures methods. Examples of this include, but not limited to, office and operating supplies, postage, gasoline for bus, etc..
3. The charter school shall keep the petty cash separate from other funds. The total amount of petty cash kept on hand by the charter school shall not exceed \$400.00.
4. The petty cash fund shall be stored in a locking file cabinet in the charter school business office.
5. The fund will be reconciled at the close of each business day and the appropriate reimbursement ordered by the charter school Business Manager from the operating fund whenever necessary. The Business Office Manager will be in charge of Petty Cash Fund and the Business Manager will be responsible for reconciling the fund.

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6. The petty cash fund will be subject to random cash counts by management as well as audit by external auditors.
7. The petty cash receipt is to be completed in the following manner:
  - a. The petty cash receipt is to be completed in duplicate.
  - b. The receipt shall include the name of the employee who is receiving reimbursement and the date the reimbursement is made.
  - c. The exact description for the transaction.
  - d. The total amount of reimbursement.
  - e. The completed receipt must be validated by the person authorized to obligate funds for the amount of reimbursement.
  - f. An original receipt shall be retained with the original petty cash voucher, and the duplicate copy shall be retained in the receipt book.

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#### **Policy and Procedure for Cash Receipts**

Date Adopted: \_\_\_\_\_ Policy: \_\_\_\_\_

Date(s) Revised: \_\_\_\_\_ Page 1of 2

#### **CASH RECEIPTS**

Village Academy Charter School will issue a factory pre-numbered receipt for all monies received. The Business Office Manager must endorse all checks at time of receipt. The pre-numbered, triplicate receipts need to be controlled and secured by the Business Office Manager. The original copy of the receipt will be given to the payer, a duplicate receipt will be attached with the deposit slip and cash received for deposit, and the triplicate will remain in the receipt book. If a receipt is voided, all copies will be marked “VOID” and retained in the receipt book. All cash receipts will be logged into the “CASH RECEIPTS LOG”.



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### **DEPOSITS**

Monies received shall be deposited into the bank within 24 hours or one banking day, as outlined in NMAC 6.2.2.14.3, by the Business Office Manager and recorded in AptaFund Accounting Software System by the Business Manager. The triplicate receipt along with the deposit slip will be used as the source document from which to make entries into the Revenue Ledger of the Village Academy Charter School's accounting software.

A cash receipts journal will be used for each fiscal year. It will begin on July 1<sup>st</sup> and end on June 30<sup>th</sup>.

### **BANK RECONCILIATIONS**

The Business Manager, who is not responsible for receiving cash or issuing checks, will prepare the monthly bank reconciliations. Reconciliations will be reviewed and approved by the Principal of Village Academy Charter School. Bank reconciliations will be signed and dated when reviews are completed. The Business Manager will prepare adjusting journal entries to adjust accounting records to actual based on the reconciliation's ledger as well as post the adjusting journal entry to the general ledger.

### **STUDENT ACTIVITIES/POPCORN SALES**

An administrator or teacher of Village Academy Charter School will supervise all student activities, which involve the receipt of money. Monies received should be physically safeguarded in a locked file cabinet or safe. Fund raising or popcorn sale monies should not be used to pay any school expenses. The monies received will be recorded by the Business Office Manager on a deposit slip and deposited into the bank within 24 hours of receipt. Using the deposit slip, the Business Manager will record the amount received into the appropriate revenue account.

Once enough money has been raised for the approved activity and the funds are needed, a purchase requisition must be completed in the usual manner in order to request distribution of funds. Disbursements of the funds will be approved by the Principal and prepared by the Business Office Manager on serially pre-numbered checks.

VILLAGE ACADEMY CHARTER SCHOOL

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### **Financial Accounting and Reporting**

Date Adopted: \_\_\_\_\_ Policy: \_\_\_\_\_

Date(s) Revised \_\_\_\_\_ Page 1 Of 2

I.

### **III. FINANCIAL REPORTS**

1. Financial reports reflecting the financial and budget position of the Charter School shall be provided to the Governing Council on a monthly basis.
2. Financial reports required by the State Department of Education shall Be submitted on a timely basis. The Governing Council shall be notified of any report which has not been submitted on a timely basis and the reason(s) for the late filing.
3. A copy of the financial reports required by the State Department of Education shall be submitted to the Governing Council after each submittal of quarterly reports and approval.

### **ASSET CAPITALIZATION POLICY**

Date Adopted: \_\_\_\_\_ Policy: \_\_\_\_\_

Date(s) Revised: \_\_\_\_\_ Page 1 of 3

Purpose:

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To establish guidelines for the control of capital assets owned by the school. The purpose of the controls are to protect assets, preserve the life of capital assets, to avoid unnecessary duplication of assets on the school campus, to provide a guide for future replacement of assets, and to establish a basis for the amount of insurance coverage required.

### Definition:

Capital assets, for the purpose of this policy, are defined as tangible or intangible property owned by the school which means the definition and minimum dollar amount for capitalization per asset category.

- a. Furniture and equipment- Tangible personal property in excess of \$5,000 purchased or acquired by gift to be used for operational purposes such as desks, filing cabinets, copiers, printers, musical instruments, laboratory equipment, and janitorial equipment.
- b. Computer Software- Intangible property in excess of \$5,000 either purchased or acquired by gift that is designed to cause a computer to perform a desired function.
- c. Computer Equipment- Tangible computer equipment in excess of \$5000 including Laptops, Desktops, Routers, Hubs, etc., purchased or acquired by gift to be used for operational or instructional purposes. For capitalization purposes, computers are defined as CPU, monitor and keyboard which go together as a package. All the above items which have a value of less than \$5000 shall be considered Supply Assets and recorded in the school's general ledger. Printers in excess of \$5000 shall be capitalized separately and Printers, which are less than \$5000 shall be considered Supply Assets and recorded as such in the school's general ledger.
- d. Library holdings- All library holdings purchased or acquired by gifts during the fiscal year are capitalized in aggregate at the end of the fiscal year using the cost-based method. The cost-based method approach entails the following:
  - Acquisition costs reflect actual expenses for purchased library materials.
  - Donations are capitalized at fair market value.
  - A value is placed on items withdrawn from the inventory and that value is reflected in capitalization.

### Donated Items:

Donated items, valued at the threshold contained in this capitalization policy and which are items that the school otherwise would have bought and used in operations, shall be recorded in the school's general ledger

## PART C – THE RENEWAL CHARTER

titled Fixed Assets (\$5000 and over) at the fair market value at the date of donation. Donated items, which are valued at less than the threshold contained in this capitalization policy, will be recorded in the school's general ledger account titled Supply Assets (less than \$5000) at fair market value at the date of donation. Donated items, which are determined to have no fair market value, will not be recorded.

### Depreciation Guidelines:

Capital assets are recorded at original cost and depreciated over their estimated useful life (with no salvage value). Village Academy defines capital assets as assets with an initial individual cost of more than \$5000 and an estimated useful life in excess of one year. Donated capital assets are recorded at their estimated fair value at the date of donation. Additions, improvements and other capital outlays that significantly extend the useful life of an asset are capitalized. Other costs incurred for repairs and maintenance are expenses incurred.

Estimated useful life is management's estimate of how long the asset is expected to meet service demands. Straight-line depreciation is used based the following estimated useful lives.

Property Category	Life inYears
Computer Hardware and Business Machines	5
Instructional or short term Software	5
Copiers	5
Administrative or long-term software	10
Audio Visual Equipment	10
Communication Equipment	10
Athletic Equipment	10
Furniture and Accessories	20
Electrical/Plumbing	30
Kitchen Equipment	15

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### Disposition of Capital Assets:

Capital assets, which are obsolete, worn out, or no longer meet the requirements of the school, may be disposed of pursuant to NMSA (1978) 13-6-1 to 13-6-4, Sale Of Public Property, transferred within the school campus to another department or classroom, or traded in. A Fixed Asset Disposal Form must be completed in all cases for the disposition of any asset, including those, which are damaged by theft, and a Fixed Asset Relocation Form must be completed when assets are transferred from one location to another. The Fixed Assets Disposal Form must be signed by the Business Manager, Principal, and the Council Chair. Pursuant to NMSA (1978) 13-6-1 and 13-6-2, all licensed software and any electronic media (computer hard drives) must be completely erased before being disposed of. The Fixed Assets Relocation Form must be signed by the Business Manager and Principal. The school's Business Office will retain the approved forms to preserve the accuracy of the asset records.

### **VII. GOVERNANCE/MANAGEMENT PLAN**

The Governance/Management Plan should provide an understanding of how the school is governed and managed. It should present a clear picture of the school's governance and management practices, what roles and responsibilities various groups and individuals have, and how those groups relate to one another. The Plan should outline how decisions are made at the school site and provide a convincing picture of the school leadership's capacity to successfully operate the school. In addition, the governing body of a charter school is, first and foremost, publicly accountable for student academic performance and the expenditure of public funds.

#### **A. GOVERNANCE STRUCTURE**

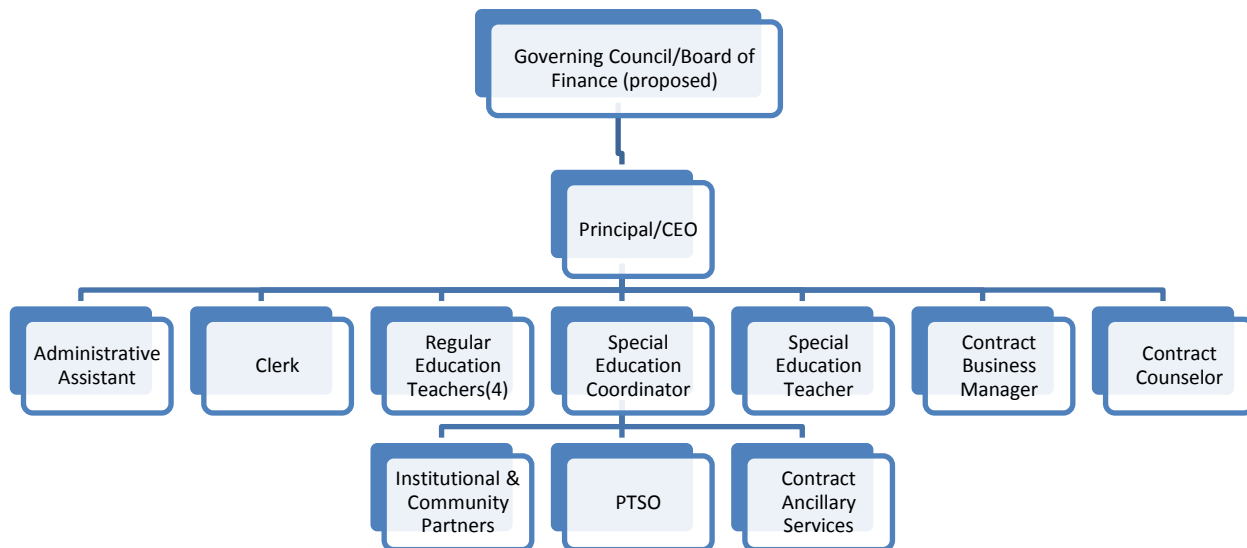
- Describe how the school is governed.
- Provide an organizational chart for the school and a narrative description of the chart that explains the school site-based personnel reporting structure to the governing body and the relationship of the governing body to the school's leader and administration.
- Delineate the roles and responsibilities of parent councils, advisory committees, and/or community groups in relation to the governing body.

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- Provide policies and procedures by which the governing body will operate in compliance with all applicable statutes and regulations, including the open meetings act.
- Policies and procedures address:
  - board powers and duties;
  - the criteria and the process that used to select the school's head administrator;
  - budgeting and operation of the school; and
  - how decisions will be made.

### *How Village Academy is Governed*

Village Academy is governed by a five-member Governing Council that establishes policy and works collaboratively with the Principal who manages the school program, staff and facilities. Consistent with state rules, the VACS Governing Council delegates all administrative and supervisory functions of the school's day-to-day operation to the Principal with support from the administrative team.



### *Parental and Community Involvement in the Educational Program*

Parents are crucial to Village Academy's operations. Upon application to the school, families are asked to volunteer a specific amount of time per semester to school activities and sign off on a Parent-School-Student Compact. In addition, frequent two-way communication between school and home is a hallmark of the School, whether to confer with parents about student issues or to report student progress and accomplishments; This is accomplished through school-to-home newsletters, telephone, media, website, and events sponsored by the charter school.

Village Academy Charter School aims to enrich and sustain a student's learning experience by involving

## **PART C – THE RENEWAL CHARTER**

parents, community members, neighbors, and teachers in a collaborative partnership. Research shows that parent involvement increases student achievement, school quality, staff/parent/student satisfaction, and promotes positive public perception.

We believe that integrating retired, business, and professional communities into our educational model will encourage a learning environment with real-world applications. Fostering these community connections significantly increases the student's choices, experiences, and chances for success. The support of the larger community has been sought to enhance the educational opportunities at the school. Local community groups such as the Rotary Club have provided assistance to the school and partnerships with postsecondary educational institutions have been successfully established.

To encourage positive working relationships and open lines of communication between the District Authorizer and VACS, the Principal has met regularly with other district principals and the superintendent for district-wide reporting and updating. Representatives of Village Academy attend regularly scheduled BPS District meetings if there are no scheduling conflicts.

### ***Policies and Procedures***

Governing Council Bylaws including an Open Meeting Act Resolution are provided in the Appendix. Bylaws include board powers and duties; the criteria and the process that used to select the school's head administrator; budgeting and operation of the school; and how decisions will be made.

## **B. DESCRIPTION OF THE GOVERNING BODY**

- The names of the members of the governing body.
- Provide a description of the responsibilities and obligations of the governing body as a whole, individual members, and officers of the governing body.
- Describe the plans for governing body member recruitment and selection, including the orientation process for new members and ongoing professional development.
- Explain the nature and extent of staff, families, and the community involvement in the governance of the school, and how they will be notified of the opportunity to participate in the school governance.
- An assurance by each governing body member that they have read the renewal application and agree to its submission to the chartering authority.

### **VACS Governance Council Members**

- Chris Pino – Chairperson  
Santa Ana, NM 87004

## **PART C – THE RENEWAL CHARTER**

- Al Guadonoli – Vice-Chair  
Placitas, NM 87043
- Conrad Torrez  
Bernalillo, NM 87004
- Elvis Biltsilly – Treasurer  
Albuquerque, NM 87107
- Melanie Martinez – Secretary  
Santa Ana, NM 87004
- Fritz Valdez – Advisory/Governing Council “Emeritus” Member  
Placitas, NM 87043

### ***Description of the Governing Body***

The Governing Council (GC) of Village Academy Charter School recognizes that its members are volunteers charged with oversight of the school. As such, the Governing Council performs two functions: support and governance.

In the role of supporters, Governing Council members strive to ensure the success of the school. They raise money, and bring other forms of support (e.g. contacts and non-monetary resources) to the school. They provide special skills such as in law, accounting, or specialized community knowledge to the school.

In the role of governance, Governing Council members protect the public’s interest. Using criteria [updated, as necessary, to reflect current requirements and skill sets) that are essential for effective charter school leadership and vetted by the school community, (including competencies that are described in the NM PED HOUSSE Principal Evaluation process), they select and assess the performance of the principal. They review service contracts and other commitments, as to ensure compliance with legal requirements and evaluate the school’s financial position with input and formal reporting from the licensed [contract] business manager and principal/head of school. They review the school’s academic performance and instructional program in collaboration with the principal and instructional staff.

### ***Recruitment and Selection***



## **PART C – THE RENEWAL CHARTER**

A recruitment committee is formed in order to identify prospective candidates for board vacancies. Current council members vet the candidates based on the use of a background questionnaire and interviews before voting to accept new appointments. After joining the council, new members receive copies of charter school documents and are briefed by the principal to get up to speed on school developments.

Governing Council members must participate in mandatory minimum board training annually with state approved providers. In previous years, VACS GC members have attended trainings directed by Brian Carpenter, a nationally recognized consultant to charter school governance boards. VACS is a member of the New Mexico Coalition for Charter Schools and the governing council members attend annual conferences and other events sponsored by NMCCS and PED.

### ***School Community Involvement in Governance***

Staff, families, and the community-at-large are invited and encouraged to participate in the governance of the school. Staff members are regularly invited to GC meetings to describe their programs and classroom processes/projects. A parent liaison has been appointed to assure effective communications vis-à-vis parents/guardians and the governing council, as well as with the school administration. Notification of upcoming governing council's monthly meetings and scheduled work sessions are published and disseminated per the New Mexico Open Meetings Act. Announcements of governing council meetings and work sessions are posted in advance at post office branches, the school website, the school's facility/public announcement board, and also transmitted via direct email and fax to individuals, agencies and departments as requested.

### ***An assurance by each governing body member that they have read the renewal application and agree to its submission to the chartering authority***

These assurances are included in the Appendix.

## **Responsibilities of the Governing Body**

### **Planning – to support the school's mission**

1. Approve long range goals
2. Approve annual objectives
3. Monitor achievement of goals and objectives
4. Participate in an annual planning retreat

### **Programming - to monitor the school's educational program, and to manage resources effectively**

1. Oversee evaluation of the educational program and other endeavors (e.g. parental involvement)

## **PART C – THE RENEWAL CHARTER**

2. Formulate and adopt policies that ensure compliance with the charter, state, and federal laws
3. Finalize and approve budget
4. Approve contracts
5. Solicit contributions in fundraising campaigns
6. Approve expenditures outside authorized budget
7. Participate in annual audit of the school's accounts

### **Human Resources - to ensure legal compliance with School Personnel Act, and that employees are a good fit for the school**

1. Employ Principal, certified and non-certified staff
2. Decision to add staff
3. To serve as a "Court of Appeals" from students and staff

### **Community Relations - to advance the school's public image**

1. Interpret organization to community
2. Provide organization linkage with other organizations

### **Governing Council Committees - to assess its own performance and to work efficiently**

1. Appoint committee members
2. Call Committee Chair to urge him/her into action
3. Promote attendance at Governing Council/Committee meetings
4. Recruit new Governing Council members
5. Plan agenda for Governing Council meetings
6. Take minutes at Governing Council meetings
7. Plan and propose committee organization
8. Sign legal documents
9. Settle differences between Committees

### **Chair of Governing Council - Job description**

1. Is a member of the Governing Council
2. Serves as the Chief Volunteer of the school
3. Is a partner with the Principal in achieving the schools mission
4. Provides leadership to the Governing Council, who sets policy and to whom the Principal is accountable.
5. Chairs meetings of the Governing Council after developing the agenda with Principal.
6. Encourages Governing Council's role in strategic planning
7. Appoints the chairpersons of committees, in consultation with other Governing Council members.
8. Serves ex officio as a member of committees and attends their meetings when invited.
9. Discusses issues confronting the organization with the Principal.
10. Helps guide and mediate Governing Council actions with respect to organizational priorities and governance concerns.
11. Reviews with the Principal any issues of concern to the Governing Council.
12. Monitors financial planning and financial reports.

## **PART C – THE RENEWAL CHARTER**

13. Plays a leading role in fundraising activities
14. Formally evaluates the performance of the Principal and informally evaluates the effectiveness of the Governing Council members.
15. Evaluates annually the performance of the organization in achieving its mission.
16. Performs other responsibilities assigned by the Governing Council.

### **Vice-Chair of Governing Council - Job description**

1. Acts as the Chair in his/her absence; assists the chair on specified duties
2. May be assigned to a special area of responsibility such as an annual dinner, facility, fund raising.

### **Secretary / Treasurer of Governing Council - Job description**

1. Attend and record minutes of Governing Council meetings.
2. Notify the Council members of all meetings
3. Distribute meeting agendas and minutes of previous meetings.
4. The Secretary also may be responsible for correspondence with other organizations/agencies.
5. Other duties that may be assigned by the Executive Committee of the Governing Council.
6. Manages the Council's review of and action related to the Council's financial responsibilities. Works directly with the business manager and principal in developing and implementing financial procedures and systems.
7. Ensures that appropriate financial reports are made available to the Council. Regularly reports to council on key financial events, trends, concerns, and assessment of fiscal health.

## **PART C – THE RENEWAL CHARTER**

### **Committee Member Job Description**

1. Regularly attends committee meetings and important related meetings.
2. Makes serious commitment to participate actively in committee work.
3. Volunteers for and willingly accepts assignments and completes them thoroughly and on time.
4. Stays informed about committee matters, prepares themselves well for meetings, and reviews and comments on minutes and reports.
5. Gets to know other committee members and builds a collegial working relationship that contributes to consensus.
6. Is an active participant in the committee's annual evaluation and planning efforts.
7. Participates in fund raising for the organization.

### **Executive Committee Responsibilities**

- Policy recommendations
- Meeting agendas
- Budget review
- Expenditures review
- Curriculum review: Academic rigor/Core Knowledge, student achievement

### **Nominating Committee Responsibilities**

- System to stagger current terms Council member recruitment
- Orientation program for new members
- Annual Council self-evaluation

### **HR Committee Responsibilities**

- Search and selection of school employees Evaluation of Principal
- Compensation and benefits issues
- Employee contracts
- Grievance procedures

### **Finance Committee Responsibilities**

- Monthly review of financial reports
- Co-develop annual budget with school's business manager and principal
- Review and recommend contractual agreements
- Initial audit review
- Internal controls

### **Facilities Committee Responsibilities**

- Short-term facility plan
- Long-term / Permanent facility plan
- Facility needs assessment
- School facility finance plan Security / safety plan
- Maintenance plan

## **PART C – THE RENEWAL CHARTER**

### **COMMITTEE FUNCTIONS**

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#### **Committee Chair Job Description**

1. Is a member of the council
2. Sets tone for the committee work
3. Ensures that members have the information needed to do their jobs.
4. Oversees the logistics of committee's operations.
5. Reports to the Governing Council chair.
6. Reports to the full Council on committee's decisions/recommendations.
7. Works closely with the Principal and other staff as agreed to by the administrator.
8. Assigns work to the committee members, sets the agenda and runs the meetings, and ensures distribution of meeting minutes.
9. Initiates and leads the committee's annual evaluation.

## **PART C – THE RENEWAL CHARTER**

### **C. PARTNERSHIPS (optional)**

*IF the school has a partner organization that is essential to the existence of the charter school, its governance, key instructional, and/or management functions, provide the following information:*

- Name of the partner organization.
- Name of the contact person at the partner organization and that person's full contact information.
- A description of the nature and purpose of the school's partnership with the organization.
- An explanation of how the partner organizations will be involved in the governance of the school, if applicable.
- Evidence (in the form of a letter of support or intent to partner) that the school has a formal partnership agreement with the partner organization.

Village Academy has entered into formal arrangements with the following partner organizations. Documents confirming these official relationships are included in the Appendix.

**NAME: PUEBLO OF SANTA ANA**

**CONTACT: Governor Bruce Sanchez**

02 Dove Road, Santa Ana Pueblo, NM 87002

Phone: 505-867-3301 Fax: 867-3395

**PURPOSE:** To benefit local community, address dropout problems, generally, through access to credit recovery and distance learning courses, while assisting charter school through leased tribal land

**INVOLVEMENT:** Santa Ana represented on governing council

**EVIDENCE:** Letter of support from Santa Ana Education Board (Appendix); lease MOU and other documents on file.

**NAME: NEW MEXICO TECH**

## **PART C – THE RENEWAL CHARTER**

**CONTACT:** Iver Davidson, PhD, Director Outreach and Distance Learning  
New Mexico Tech, Cramer Hall 132A, Socorro, NM 87801  
Phone: 505-835-5035

**PURPOSE:** Concurrent/Dual Enrollment, Distance Education Courses, Pre-college  
Guidance and Assistance

**EVIDENCE:** Letter of Support from New Mexico Tech (Appendix)

**NAME:** **THE INSTITUTE OF AMERICAN INDIAN ARTS**

**CONTACT:** Neno Anaya, Director of Admissions, Records and Enrollment  
33 Avan Nu Po Road  
Santa Fe, NM 87508  
Phone: 505-424-2331

**PURPOSE:** Concurrent/Dual Enrollment postsecondary credit  
Guidance and Assistance

**EVIDENCE:** Draft Agreement in progress (Appendix)

**NAME:** **NEW MEXICO STATE UNIVERSITY/ COOPERATIVE EXTENSION SERVICES/USDA**

**CONTACT:** Steve M. Lucero, 4-H Agent/Agriculture for Sandoval County  
PO Box 400, Bernalillo, NM 87004  
Phone: 505-867-2582

**PURPOSE:** Sustainable Agriculture Technical Assistance; presenters, supplemental curriculum resources, distance learning, launch 4-H at VACS; coordinate with Tribal Extension and USDA Farm to School Program

**EVIDENCE:** Letter of Support (Appendix)

## **PART C – THE RENEWAL CHARTER**

**NAME:** FIVE SANDOVAL INDIAN PUEBLOS, INC.

**CONTACT:** James Roger Madalena  
1043 Highway 313, Bernalillo, NM 87004  
Phone: 505-867-3351 Fax: 505-8673514

**PURPOSE:** To establish a satellite contact point at VACS for access to agency services and referrals, coordination, helping students and families

**EVIDENCE:** Letter of Support (Appendix)

### **D. SCHOOL ORGANIZATIONAL STRUCTURE**

- Based on the organizational chart provided under subsection A. *GOVERNANCE STRUCTURE* above, describe the site-based management structure at the school. Include job descriptions that identify key roles, responsibilities and accountability for each position listed on the organizational chart.

Village Academy is governed by a five-member Governing Council that establishes policy and works collaboratively with the Principal who manages the school program, staff and facilities. Consistent with state rules, the VACS Governing Council delegates all administrative and supervisory functions of the school's day-to-day operation to the Principal with support from the administrative team.

**Principal** - The school Principal serves as the educational leader, responsible for managing Village Academy's policies, regulations and procedures to ensure that all students are supervised in a safe neighborhood and learning environment that meets the approved curricula and mission of the school. Achieving academic excellence requires the school Principal to work cooperatively with the Governing Council to direct and nurture all members of the school staff hired by the Principal and to communicate effectively with parents/families and community partners. Inherent in the position are the responsibilities for scheduling, curriculum development, extracurricular activities, personnel management, emergency procedures, and facility operations.



## **PART C – THE RENEWAL CHARTER**

**Administrative Assistant** - Maintains student files, including testing, attendance records, accessing Student Information System (SIS) information, personnel records, financial records, and maintenance information for all students/employees within a program. Performs a variety of clerical tasks, including typing, proofreading, filing and the recording of data in the STARS reporting system. Trains and provides work direction to other clerical personnel as assigned.

**Clerk** – Serves as clerical support for school operations. Processes letters to parents and other professionals regarding program information. Processes orders for textbooks and classroom materials. Under the direction of the Principal, performs responsible and complex secretarial and clerical services to assist with administrative and instructional operations, accurately and time-efficiently. Assists the principal in efficient school operation; organizes office activities and coordinate flow of communications to staff, parents or outside agencies related to students, programs, school activities or functions;

**Contract Business Manager** - Under direction of the Principal, is responsible for managing non instructional activities in consultation with the Principal. Involves responsibility for the business affairs and non-instructional administrative matters at Village Academy. These responsibilities include the following core of responsibilities: financial operation of the school, procurement and supply management, financial records and reports, and planning and coordination of business management functions with the school staff, faculty, and student body as necessary. The business manager is responsible for maintaining a continuing review of practices and procedures in the areas of business affairs and noninstructional administrative matters and of recommending revisions to the Principal and Governing Council, as necessary.

### **E. EMPLOYEE RELATIONS**

- Provide an explanation of the relationship that exists between the school and its employees, including evidence that the terms and conditions of employment are addressed with affected employees and their recognized representatives, if any.
- Provide a description of the school's personnel policies and procedures that comply with all applicable federal statutes and regulations, including the School Personnel Act.
- Provide salary schedules for all employees that comply with the minimum salary requirements as identified in the School Personnel Act.
- Describe the evaluation process for staff that includes evaluation of teachers by a licensed school administrator.
- Explain the school's staff discipline process that provides for due process.

## **PART C – THE RENEWAL CHARTER**

### ***Employee Relations and Description of Policies and Procedures***

Village Academy Charter School desires to 1) promote a harmonious and cooperative relationship between its employees and the VACS Governance Council; 2) protect the rights of employees under all applicable state and federal laws and regulations; and 3) protect the public interest by assuring at all times, the orderly and uninterrupted operations and functions of the charter school. Personnel policy at Village Academy Charter School is administered in accordance with the New Mexico School Personnel Act, Section 22-10-1 through 22-10-27 NMSA 1978.

Village Academy Charter School's Governance Council has adopted comprehensive written policies defining the school's relationship with its employees (See Employee Handbook in Appendix, along with Salary Schedules for employees.) and complies with federal and state law, regarding the recruitment, promotion, discipline and termination of personnel, methods for dispute resolution and ways to resolve various employee-related issues.

Pursuant to the NM School Personnel Act, VACS submits the following general explanation of the relationship that exists between the school and its employees, including evidence of terms and conditions of employment. The principal/administrator and other staff employed by VACS are required at the time of hire to present all all requested academic transcripts, references, completed background checks, and NM PED approved certification, licenses and endorsements that demonstrate qualifications to fulfill their duties.

All employees participate in a NM PED approved evaluation process related to job performance standards. All employees have the opportunity to participate in the governance process. All employees have due process rights that include established grievance procedures. Employees' contract rights will be protected. All employee policies and procedures will be reviewed and approved by the VACS Governance Council and published in the VACS Employee Handbook, for distribution to the entire staff.

### ***Staff Evaluation Process***

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### Employee Handbook –excerpts

#### **U. Staff Evaluation.**

The development of strong, competent licensed and support staff employees, and the maintenance of high moral among said staff are major objectives of the Village Academy Charter School Governing Council. The Council believes that a program of continuous evaluation is necessary to meet its requirements.

#### **V. Teacher Evaluation.**

The performance of all licensed staff members will be evaluated based upon the minimum criteria established by the State and school added criteria. Each evaluation shall be based upon the evaluator's actual observation of the person being evaluated while performing his/her job function. The Principal will be evaluated by the Governing Council; and teachers and other non-administrative staff will be evaluated by the Principal, as provided by law.

Evaluation reports will be completed on an approved evaluation form. This evaluation will be followed by a conference between the evaluator and staff member. If the evaluator recommends a plan for improvement, a plan will be developed by the evaluator and staff member and will include a statement indicating how and by what time the improvement will be made. The staff member shall have the right to file an exception to the evaluation report within ten (10) days of the conference. This exception shall become a part of the report, and all shall be filed in the staff member's personnel file. The file shall be accessible to the staff member, the Governing Council, the evaluator, administrative staff to which the staff member applies for employment, and those others designated in writing by the staff member.

Probationary staff members will be evaluated at least twice annually, once prior to November 15 and once prior to March 10 of each year, and career teachers to be evaluated at least once annually, prior to March 31, by the Principal. The Principal will be evaluated at least once annually by the Governing Council, prior to April 15 of each year.

#### ***Staff Discipline Process***

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### Employee Handbook –excerpts

#### **F. Discipline of Licensed Staff Teachers and Non-licensed Staff.**

The following procedures shall be followed by Village Academy Charter School Governing Council in supervising and correcting unsatisfactory work performance of licensed school personnel before serving them with notice of intent to discharge.

1. Two or more conferences shall have been held with licensed school personnel charged with unsatisfactory work performance by the Principal before notice of intent to discharge is served upon him or her. For purposes of this policy, the conference at which the supervisor first identifies unsatisfactory work performance shall be counted as one of the required conferences. Sufficient time shall have elapsed between the conferences to allow the licensed school personnel to correct the unsatisfactory work performance and to have been observed for an adequate time in the discharge of his or her duties.
2. A written record of all conferences shall be made, specifying the areas of uncorrected unsatisfactory work performance, all action suggested by the school which might improve such performance, and all improvements made. Each written record shall be signed by all parties to the conference. In the event of a refusal to sign, a notation shall be made of the refusal. A copy of each record shall be given to the person charged with unsatisfactory work performance. The Governing Council shall retain a copy of the record to be introduced at any hearing for the person charged with unsatisfactory work performance, pursuant to 6.69.2 NMAC.

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### **F. STUDENT ENROLLMENT PROCEDURES AND DISCIPLINE POLICY**

- Describe the school's lottery process that is in accordance with applicable law.
- Describe the school's enrollment policies and procedures.
- Provide the student discipline policy that complies with the Student Rights and Responsibilities set forth in the Public Education Department rules and regulations [6.11.2 NMAC].

#### ***Lottery***

Enrollment procedures will comply with NMSA 1978, Section 22-8B-4.1. Per Public School Code, NMSA 1978, Sections 22-1-1 et seq., Village Academy Charter School will not charge tuition, nor will it impose admission requirements. Admission will be determined by the use of a lottery to select from eligible candidates in order to fill available slots. Eligibility for the lottery requires that interested parents or guardians submit an application provided by the school. Enrollment is prioritized as follows:

1) Students who have been admitted to Village Academy Charter School and have attended through the previous year; 2) Siblings of students already admitted to or attending Village Academy Charter School; and 3) Open enrollment via lottery selection, which is announced in local media outlets and published on the school website. The lottery selection is conducted by the governing council at an advertised, public meeting and the results will become part of the school record.

In subsequent years, the previous-year's waiting list will be voided at the end of the academic year. Parents whose children still wish to enroll at Village Academy must fill out a new application and begin the process again. Families new to the charter school experience will be able to obtain information packets at the school, speak with other families and students attending the school and attend open houses.

#### ***Registration Requirements***

Students must provide proof of age, contact information, emergency and health contacts, as well as a complete immunization record and transcript from the student's previous school. A Transcript Release

## **PART C – THE RENEWAL CHARTER**

Authorization form will be requested at registration. Registration forms and other student information will be handled according to FERPA guidelines.

### **Non-Discrimination Policy**

No student, employee, or applicant for enrollment or employment at Village Academy Charter School shall, on the basis of race, color, sex, religion, national origin, marital status, ancestry, age, sexual orientation, or disability, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any employment or educational program or activity.

### **G. FACILITIES**

- Describe the school facility, including location, size and layout of space.
- Explain the capital outlay needs for the facility, including projected requests for capital outlay assistance for the school.

#### ***Description of the Physical Plant***

Village Academy has leased the Our Lady of Sorrow's (OLOS) Motivation Center located at 303 N. Camino del Pueblo, in Bernalillo, New Mexico. Village Academy leases 4562 square feet, which includes 4 full-size classrooms and one office. Two of the four classrooms have accordion dividers that assist with privacy for individual tutoring, testing and related services. Our students have access to OLOS Social Center for lunch and beautiful well maintained park nearby with ample space for students' physical activity. Our school has received E-Occupancy Status (see attachment) and has annual inspections, one as recently as August 2009. We have an annual lease with an option to renew each year. VACS Governance Council is currently working on the 2010-2011 annual lease at OLOS to include our new 9<sup>th</sup> grade, as additional classroom space (two more classrooms) in the same building would be available for use by the charter school. OLOS has welcomed VACS to stay as long as necessary, until a permanent facility is available.

In 2009, an approved lease was successfully negotiated between Village Academy's Governance Council and the Pueblo of Santa Ana after two years of discussion. This site allows for future expansion of the charter school campus at the pueblo's Juniper Hills property. The school is planning to develop infrastructure at the Juniper Hills site that will initially support in Phase 1,

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three doublewide prefab classroom buildings and additional service buildings such as a student “clubhouse” (for tutoring, homework and activities), a greenhouse, livestock shelter and storage. In 2012, for Phase 2, one or two prefab classroom buildings will also be installed at the campus.

With a 7-acre parcel of land to lay out, the school will have more options to provide middle and high school campus areas, and outdoor classrooms with integrated geology, ecology and other natural resource emphasis. The new location will include a demonstration site for sustainable agriculture and organic farming, as well as the application of renewal energy and water conservation methods.

VACS’ goal is to operate a school facility that fits into the semi-rural style of Bernalillo, yet translates effectively into an institution of innovative education. The school, along with its community partners, intends to seek capital outlay and/or other grants and loans from state, federal and private funding sources for planned development of the new campus site. A comprehensive facilities plan is now in discussion with input from the charter school governing council, tribal members, planning officials, and other land use consultants.

### **H. OTHER STUDENT SERVICES**

- Describe the school plan for meeting the transportation needs of its students and plans for contracting services for transportation, if applicable.
- Describe the school plan for meeting the food services needs of its students and plans for contracting services for food services, if applicable.
- Describe the school plan for providing student access to counseling services and plans for contracting services, if applicable.
- Describe the school plan for providing student access to health services and plans for contracting services, if applicable.

#### ***Transportation***

Transportation of students to the Village Academy Charter School is provided in accordance with state school transportation regulations. It is the responsibility of the parent/guardian for out-of-Bernalillo district to arrange for transportation to and from school:

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1. Currently, Village Academy Charter School provides school bus service through a contract with Bernalillo Public School District.
2. Village Academy Charter School contracts, as needed, with the current transportation provider, for transportation to activities when ten or more students are traveling.

### ***Meals***

Despite the complexities of managing foodservices in a small school question, Village Academy Charter School is committed to ensuring that students have access to healthful nutrition, which is essential to effective learning. The charter school contracts with the Mission at OLOS in Bernalillo for food services providing nutritional snacks and homemade healthy lunches for any students who choose to buy lunch or who are eligible for discounted meals. The school participates in the USDA free or reduced price lunch program according to federal guidelines. The school is averaging a 75-80% FRL rate in any given year.

### ***Counseling***

The school contracts with a part-time certified counselor and physical education teacher.

The counseling process provides support to any student not performing to standard level, whether academically, socially, emotionally or in related ways. In conjunction with staff and parental input, the counselor may recommend the form of intervention necessary to resolve student issues.

In addition, Village Academy also provides students and their parents with the tools and collaborative processes critical to students' decisions, life choices and academic goals. In compliance with state and federal laws, Village Academy's staff works with students and, often, their parents to develop Next Step Plans, Academic Improvement Plans and Individualized Education Plans, or IEPs (if needed) to meet the needs of all students. These documents provide continuity to the entire academic planning process. In conjunction with student performance data, they are the means by which students, school administration, counselor, mentor, and parents maintain an organized understanding of where the student is and what needs to be done to help the student move forward and accomplish his/her goals.

### ***Health and Preventative Needs of Students***



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VACS employs a contract school nurse who provides student health services at the school site. The school also provides access to screening and preventative services offered through other certified providers. Last year, Village Academy became the first charter school in the nation to establish a “White Buffalo” Program that provides support and information related to wellness, sobriety and healthy lifestyles. In 2010, VACS will begin to collaborate with Five Sandoval Indian Pueblos, Inc (FSIP, Inc) on strategies to introduce preventive/wellness and behavioral support, nutritional counseling, as well as food distribution and other services for VACS students and their families.

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### **VIII. REQUIREMENTS**

The Requirements section of the application addresses the necessary arrangements that school leaders must make to define the respective legal liability and responsibility of the governing body and the Public Education Department. These requirements include, but are not limited to, securing appropriate insurance coverage and identifying waivers that will be sought by the school from the Public Education Department.

#### **A. LEGAL LIABILITY AND INSURANCE COVERAGE**

- Provide a statement that the charter school will participate in coverage by the public school insurance authority and will comply with all applicable rules of that authority.

##### ***Liability and Insurance Coverage***

Village Academy Charter School participates in coverages offered through the New Mexico Public School Insurance Authority and will comply with all applicable rules of NMPSIA.

#### **B. WAIVERS**

- List the specific waivers that will be requested from the department's requirements, rules, and provisions of the Public School Code pertaining to individual class load, teaching load, length of the school day, staffing patterns, subject areas, purchase of instructional material, evaluation standards for school personnel, school principal duties, driver education, and graduation requirements.
- If any waivers will be requested that are not pertaining to those listed above, cite the applicable statute and/or state rule that the school is requesting to be waived.

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### ***Description of Waivers***

Pursuant to Sec. 22-8B-5B, Village Academy Charter School requests waivers from those New Mexico Public Education Department requirements that are automatically allowed under State law. Automatic waivers requested from the New Mexico Secretary of Education relate to individual class load and teaching load, length of the school day, staffing patterns, subject areas and the purchase of instructional material; also requested are optional waivers of rules and provisions of the Public School Code that pertain to school principal duties and reporting requirements.

**IX. APPENDICES**

The contents of the appendices will be reviewed as they pertain to the appropriate sections IV through VIII of the application.

Please provide each of the following documents as an appendix:

- The School's personnel policies;
- The School's student discipline policy.