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2019 NOTICE OF INTENT TO SUBMIT CHARTER APPLICATION

INSTRUCTIONS

According to NMSA § 22-8B-6(B) the Notice of Intent to Submit a Charter Application (“NOI”) must be filed by the organizers of a proposed charter school to the Public Education Commission at the address below **AND** to the superintendent of the school district in which the charter school is proposed to be located. *Failure to notify may result in your application being rejected.*

The NOI must be submitted by 5:00 PM Mountain Time on January 8, 2019, **the second Tuesday of January**. Notices of Intent that are not received by the Public Education Commission and the superintendent of the local school district by the deadline may result in the application being rejected.

Notice to the Public Education Commission should be delivered by one of the following methods:

- Electronically to: charter.schools@state.nm.us
- By mail or personal delivery: PUBLIC EDUCATION COMMISSION
c/o New Mexico Public Education Department
Attn: Options for Parents and Families/Charter Schools Division
300 Don Gaspar, Room 301
Santa Fe, New Mexico 87501

Notice to the Superintendent of Albuquerque Public Schools should be delivered electronically to the APS Office of Innovation and School Choice through the Senior Director, Dr. Joseph Escobedo at Escobedo_j@aps.edu

The NOI is intended to provide the Public Education Commission and the APS Office of Innovation and School Choice with the primary point of contact among the charter developers and preliminary information about the charter proposal, such as the school’s mission statement, the school’s focus, the representative student population in the intended location, enrollment projections, key innovations, etc. (not to exceed 7 pages).

1. General Information

- Name of Proposed School

International Community Academy

- Grade levels to be offered and enrollment projections
 - The school will include grade level configurations that include grades 6-8. Yes No

Grade Levels to be offered	Projected Total Enrollment
9-12	225

- The school, if approved, anticipates opening August, 2021. Yes No
 - If yes, provide a timeline that includes benchmarks demonstrating 18-24 months of application development.

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- Primary Point of Contact

Name	Blanca Adriana Ontiveros				
Mailing Address	625 Silver Ave				
City	Albuquerque	State	NM	Zip	87102
Phone	505-715-1283				
Email	ontiverosblancaadriana@gmail.com				

2. Names, roles, and current employment of all persons on the applicant team, and qualifications of the team members to establish a high-quality charter school

Names	Role on Team	Qualifications: Education, Employment, and Experience
Blanca Adriana Ontiveros	Lead Founder; proposed school director	Education: Masters in Public Policy and Public Administration (MPPA) from Northwestern University, BA in Political Science from UNM. New Mexico Licensed Teaching Current Fellow with the NACA Inspired Network (NISN) and Education Justice Field Director with the New Mexico DREAM Team.
Elizabeth Cuna	Founding Board Member	Education: MA in Public Administration, BA in Chemistry from UNM. Current Employment: National Field Director with United We DREAM.

3. Describe the non-traditional or innovative model of promise of the proposed school:

At the International Community Academy we teach towards the future by fostering an inclusive and safe learning environment where the experiences and cultural richness of the immigrant, refugee and asylee communities are elevated and appreciated. Through *inquiry-based* curriculum, students are able explore and connect themselves to their community and the rest of the world. Empowering students through purposeful *service-learning*, will open doors for career exploration while actively shaping a more socially just community environment. Our *social justice* approach prepares students to be inclusive and civically engaged citizens that challenge prejudice and learn how to be agents of change in their own lives. Our education program grows from the power and wisdom of our teachers, students, parents and community members.

The International Community Academy combines three foundational theories in the teaching and learning process: *Pedagogy of the empowered*, *culturally responsive teaching*, and *constructivism*. Pedagogy of the empowered, which teaches students about power dynamics and oppressive structures, develops their identities, and transforming students' sense of powerlessness into agents of change. Culturally responsive teaching crosses disciplines and cultures to engage learners while respecting their cultural integrity and integrating what students bring with them. It accommodates the dynamic mix of race, ethnicity, class, gender,

region, religion, and family that contributes to every student's cultural identity.

Our students are complex individuals and such are the challenges they face, they live in a world full of intersectionalities and social stratification. We believe that by addressing student social emotional wellness and building healthy relationships, they will be able to have a strong sense of identity. Finally, constructivism encourages students to use active techniques such as experiments, real-world problem solving methods to create more knowledge and then to reflect on how their understanding is changing.

Although the three theories and practical foundation of our guiding principles are not new, our academic program, curricular choices and instructional methodologies are research-based and proven models of high-quality education for a diverse population. We understand each student brings with itself a unique personality and that they also face similar unique challenges and needs. We will provide every student multiple differentiated avenues to ensure they have an enriching and relevant learning experience. We will hold high expectations within all domains for all students along with high levels of support. We believe any subject and content area can be taught in creative and thoughtful manner supported by purposeful planning and assessment.

4. Does the school expect to contract with another entity for either management, or substantial oversight or direction in the school's operation? Yes No

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

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

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

The mission of the International Community Academy is to provide a rigorous and safe educational environment for the immigrant, refugee and asylee students in Albuquerque. We recognize the social power and cultural richness of our students we integrate it as the foundation of our teachings to prepare them academically so they may flourish as the social catalysts our community needs.

7. Student population and geographical setting of the school

- Define the targeted geographical area of the proposed school from which you expect to draw a significant number of your students and describe why this setting is being proposed.

The target area for ICA will be the communities in the 87108 zip code in the southeast part of Albuquerque- one of the most diverse areas in the state. This area is known as the International District of Albuquerque and has historically housed the refugee and immigrant communities. In the 1970's Albuquerque received refugees who fled after the withdrawal of American forces during the Vietnam conflict. In the 1990's the district welcomed a new group of refugees, from El Salvador, and other Central American countries. Currently a sizable community of African refugees has made this district their new home. Based on the 2016 Census, the approximate population of the area is 37,287, 52.6% identify as Hispanic/Latino, 2.5% Black/African American, 7.8% Native American and 1.9% Asian American. 7.8% of its residents being foreign born the percentage is above state average, with 41.90% of the residents speaking another language other than English at home and 15.60% stating they speak English "less than very well".

Epidemiologists within the New Mexico Health Department have found that the International District ranks high in a dozen risk factors associated with the children and youth well being. 33% of the population under 18 years old. The median income is around \$21,116, is well below state average making this zip code one of the areas with the most concentrated poverty levels.¹

¹ American FactFinder - Results (October, 2010)

- Describe the student population including key demographic data (academic performance, home languages, English Learners (ELs), and special education populations) in the location in which the school intends to locate.

The tables below show the results for the PARCC exam and the ACT scores of the state of New Mexico and APS.
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Figure 1- PARCC Results 2018 State Wide by Subcategory

	Proficient or Higher in ELA	Proficient or Higher in Math
11th Graders	46.6%	8.3%
Hispanic	26.2%	16.5%
Special Education	24.4%	17.5%
English Language Learners	7.4%	7.5%

Figure 2-PARCC Results 2018 inside APS by Subcategory

	Proficient or Higher in ELA	Proficient or Higher in Math
11th Graders	48.2%	12.0%
Hispanic	23.7%	15.2%
Special Education	20.3%	12.7%
English Language Learners	6.4%	5.9%

Figure 3- The ACT Profile Report State of New Mexico 2017 Graduating Class N=13,523 students

	English	Math	Reading	Science	Composite Score
Class of 2017	50%	29%	39%	28%	18%

Figure 4- The ACT Profile Report State of New Mexico 2017 Scores by Race/Ethnicity

Race/ Ethnicity	Percent	English	Math	Reading	Science	Composite Score	STEM
Black/ African American	1	17.8	18.3	19.2	18.9	18.7	18.9
American Indian/Alaska Native	9	14.6	17.0	16.8	17.4	16.6	17.5
White	25	22.1	21.7	23.7	22.7	22.7	22.4
Hispanic/	54	17.5	18.5	19.3	19.2	18.8	19.1

² New Mexico Department of Education-Achievement Data (Retrieved December,2018)

Latino							
Asian	2	22.1	23.4	22.4	22.8	22.8	23.3

In addition the median income of zip code is 87108 is \$21,116 in comparison with median household income of a Albuquerque resident is \$47,413 a year. 61% of the children in zip code 87108 live in households with Supplemental Security Income (SSI), cash public assistance income, or Food Stamp/SNAP benefits.³

- Identify where these students are most likely being educated currently and why they are expected to choose the proposed charter school for their future educational needs.

ICA proposes to enroll an inaugural cohort of 50-75 9th graders in the fall 2020. We expect our students are currently enrolled in one of the Middle Schools Serving in 87108: Van Buren Middle School or Wilson Middle School these both schools hold low ratings of a D and F respectively and have been performing low for the last four years in a row. Currently at Highland High School receives most of these students and it also holds a rating of an F.

We believe that families will attend ICA because our focus on cultural diversity, language acquisition and academic preparation through increased literacy and math instruction. Incorporating a small school design with individualized goals and restorative justice practice we aim to provide an environment where such a diverse group of students (those that reside in the 87108 area of Albuquerque) can thrive.

8. Provide evidence that the applicant team has assessed community need for a school of the nature that will be proposed in the application (e.g., objective surveys or other measures of local demand for the proposed educational program).

The applicant has met with a diverse pool of stakeholders from the 87108 zip code area and the city including community leaders, parents, teachers and students. ICA has developed relationships with multiple community organizations such as Global 505, Together For Brothers, El Centro de Igualdad y Derechos, ENCuentro, New Mexico Asian Family Center, La Plazita, Future Focused Education, and the New Mexico DREAM Team.

We surveyed over 200 students (ages 16-24) in the state of New Mexico, 52 of which were from the Albuquerque area. We partnered up with the New Mexico DREAM Team through a series of educational focus groups and listening sessions over the summer of 2018 as part of the Summer of DREAMS program.

These conversations and data show common themes such as immigrant, refugee and asylee students are performing at a lower rate than their peers in being career or college ready. Similar findings are cited by the state court, concluding that the state is not meeting its own responsibilities for a multicultural education established in the New Mexico Indian Education Act, Hispanic Education Act, and Bilingual Multicultural Education Act.

In addition, some recommendations from the community include building a school that focuses intentionally on these students' needs and assets. This recommendation aligns with the findings of Yazzie/Martinez of providing multicultural, multilingual learning and preserve language.

Based on these conversations and research ICA founding team decided to make ICA the first school in Albuquerque that focuses on service, diversity and academic/college readiness. We believe that ICA's focus on Culture and Language will mitigate the needs of English Language Learners and promote bilingualism by creating language labs that meet students at their skill level. Our Culturally-responsive curriculum will be at the center of every lesson and subject taught at ICA. In addition educator preparation and support for TESOL endorsements will be a priority so all educators at ICA are prepared to help ELD students be fully bilingual by the time they graduate.

³ American FactFinder - Results (October, 2010)

9. Identify significant innovative features that the school will implement in order to help it realize its vision/mission (e.g., non-traditional school year, longer school day, partner organizations, etc.).

The following is a list of some of the elements we consider the innovative features for ICA to realize it's vision:

Non-Traditional School Year: ICA will be a year round school, that stretches out all instructional days throughout the calendar year. Where students attend class nine weeks and get three weeks off and teachers get two weeks off and one week of professional development and peer collaboration. This calendar also allows for the quarterly review of student progress and goals. In addition this model of a school calendar allows for students in the international district that have no access to summer programs or camp to continue learning in a safe environment.

Civic Agency: At ICA we emphasize the value of civic agency where students are encouraged to see passed their differences to address common challenges, solve problems and create a common ground. Nevertheless we value critical thinking, choice and the autonomy of each student as the strong foundation for civic agency. It involves "organizing" and "citizen teacher" where students learn how to deal with social conflict in constructive ways and power relations. Students will partake in a total of 120 hours of service learning. Students will begin their service learning experience in their junior year and finish in their senior year.

Low Student-to-Teacher Ratio: In order for all of the models, content and curricula to function we believe small classes maximize teaching and learning. A low student-to-teacher ratio allows for the students and teachers to get to know each-other and to build relationships, this is especially important when the teachers and the students are not of the same background. Relationship building allows the teacher to contextualize teaching to fit the learner's experience base.

College and Career Readiness: ICA will provide two supporting labs in literacy and STEM. The purpose of the labs is to meet students at their skill level and provide them with the tools and instruction needed to be at competency level. As a graduation requirement students will partake in college preparation classes starting grade 11. In the college preparation class students will get ready for the college admission tests, admission preparation through practice interviews and essay writing, career research portfolio including case studies and employment profiles, as well as many other activities to provide information and support for college-going.

Language and Culture: Using students' native language and previous experience to scaffold into our lesson planning to build the learning capacity of our students. ICA promotes diversity and bilingualism, students will have the opportunity to deepen their own cultural competence and sense of self-identity through language and culture coursework.

Social Justice Approach: Our social justice approach includes curricula with a road map for anti-bias education. We will offer support and strategies for students to accomplish both their academic and social-emotional goals. They will serve their communities in different capacities while at ICA, utilizing a capstone project as their culminating academic assignment.

Building-community: We believe that in order to serve our students' wide range of needs we must build meaningful partnerships between us and other community resources. We believe an integrated focus on academics, health and social services, youth and community development and community engagement leads to improved student learning, stronger families and healthier communities. ICA has already developed relationships with community organizations in Albuquerque such as El Centro de Igualdad y Derechos, ENCUESTRO, New Mexico DREAM Team, The Asian Family Center of New Mexico, Global 505 and many more.

10. Describe how the school will be more effective than the schools currently serving the targeted student population, and/or plans to improve student achievement and exceed the academic performance of existing public schools in the targeted service area and any data you have to support this assumption.

Through the conversations with students, parents, community members and educators we were able to find some common themes and recommendations to build a school that is focused in integrating the immigrant, refugee and asylee communities in Albuquerque. Under current traditional schools there are scarce resources

that require one-size fits all training built on linear sequence of learning and assumes all students have had the same school experiences. When new challenges are presented by race and culture the traditional school model has a hard time meeting the needs of students. ICA proposes a year-long model with constant opportunities for educators, staff and community partners evaluate and collaborate to meet students' academic and behavior needs.

The cultural assets these communities bring such as food, religion, clothing, family structures are unfamiliar to traditional school and sometimes are seen as abnormal therefore specific communities of refugees remain unorganized and unable to support one-another. Our civic engagement model focused on social justice and service learning will not only provide students with a career exploration platform but it would also create a system of inclusiveness where these students get to showcase their work ethic, innovation and willingness to thrive within our community. In addition, multiculturalism and anti-racism training will be provided to all educators and students in order to promote inclusion and eradicate cultural biases.

ICA believes that in order for students to be successful parents and community members need to be involved in the process therefore we will create a center for parents and hire community engagement professionals on staff. We aim to provide a community school like atmosphere in order to create an institution that is welcoming and that embraces the refugee, immigrant and asylee communities in the city of Albuquerque.

Through our service learning curricula students will be able experience real-life learning. ICA literacy and math labs and curricula are designed to adapt to language acquisition and to students entering or reentering organized education.

Outcomes we aim to achieve:

- Equip students with the academic skills they need to perform in the 21.0 composite ACT range so they may be successful in college and career ready. We will determine this based on the ACT scores measured during the last quarter of the student's 11th grade and third quarter of their 12th grade.
- Our graduates will be agents of social change. We equip our students to be civic-minded by engaging our students in community mentorship and service. We will determine this based on survey data collected each year.
- In the International District 41.90% of households speak another language at home. Through literacy labs and rigorous English Language Arts classes 98% of our students will graduate from ICA meeting the language proficiency. We will determined this by using the ACCESS for ELLs assessment and following state guidelines.

11. Describe how the school will be in alignment with the economic needs of Albuquerque.

In the summer of 2018 Mayor Keller and his cabinet outlined Albuquerque's economic development vision, delineating several strategies such as investing locally and the promotion of international business. In addition the Office of Equity and Diversity shared it's path to prosperity through equity plan outlining three major steps 1) Growing good jobs, 2) Prepare youth and workers of color for tomorrow's jobs and 3) Dismantle racial barriers and expand access to opportunities.

We believe ICA aligns with the city's vision of a more prosperous and inclusive Albuquerque. At ICA we will prepare our diverse students to be career and college ready. We have outlined specific goals around college and career readiness for students. Students will be able to meet these goals through a mandatory college class given to students in the 11th and 12th grade preparing them not just for college admissions but with the skills needed to thrive in a professional environment. In addition our service learning program starting in the 10th grade will allow immigrant, refugee and asylee students to showcase their talent and learn from experts in different fields offering real life experiences through individualized projects. Also, our culturally responsive teaching and practices will help our students break their own personal biases as well as to overcome their own internalized racial barriers.

12. Describe how the school will support increasing access to choice in Albuquerque.

In October of 2017 the Office of Immigrant and Refugee Affairs (OIRA) released the Creative Community Engagement Process Report which highlighted unique barriers to the immigrant, refugee and asylee communities. The report found that these communities still struggle with access to information to alternative schools, as well as higher institutions not allowing students to register for school due to status and access to information on how to best market their skills and education. The barriers found by OIRA' are aligned with some of the challenges students face found by the research done by ICA founding members, challenges that ICA will address in order to prepare students academically.

In addition to the focus groups and one on one meetings with community members the ICA team has visited several school models in the state of New Mexico and Illinois. Through those visits ICA was able to visit the New American School in Southern New Mexico and held educator chats with Highland High School in Albuquerque. These school visits were also essential to help ICA guide its academic model and framework.

The following is a list of reason why we believe ICA supports access to choice in Albuquerque:

Location: ICA hopes to be located in the heart of the International District in Albuquerque. We know students in the International District are limited to schools that despite all the effort and hard of educators they are still underperforming, limiting parent and student choice in the area.

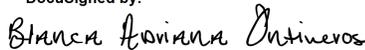
Small school and student per teacher ratio: We believe that in order for any educational framework and pedagogy a student and teacher relationship needs to be developed in order for the educator to be able to adapt it to the students needs. At ICA ELD students, immigrant, refugee and asylees will be able to receive the extra attention and time they need.

Focus on language and culture: At ICA we embrace our students background therefore we promote diversity and bilingualism, students will have the opportunity to deepen their own cultural competence and sense of self-identity through language and culture course works. Because Spanish is the state's official second language. ICA will follow New Mexico state standards for bilingual education in Spanish. Students will be provided the opportunity to learn and or maintain Spanish. In addition students will have the opportunity to participate in World Languages Lab utilizing the Cultures and Languages Across Curriculum (CLAC) framework, using CLAC's Linked and Modularized models. In this lab students will access additional materials in the foreign language and discuss them in the target language.

Service and Social Justice: Service learning project is designed to prepare students to become social catalyst and career ready. Through the service learning ICA will try to address specific needs in the community, so students may have a positive social impact in their community.

Please Note: Should your charter be awarded, the founding governing body could undergo a background check to determine if it qualifies to be a board of public finance in the state of New Mexico.

Signature of founder(s):

DocuSigned by:

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Date: January 8, 2019

Blanca Adriana Ontiveros

[PRINT NAME]