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OPTIONS FOR PARENTS AND FAMILIES DIVISION
CHARTER SCHOOLS DIVISION
Year: 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 by **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. When you send the NOI to the superintendent of the school district in which your charter is to be located, you are strongly encouraged to send it by certified mail return receipt requested, or request a signed receipt when you deliver the NOI. Contact the local district regarding electronic filing.

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

- Electronically to: [**charter.schools@state.nm.us**](mailto: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

The NOI is intended to provide the Public Education Commission with the primary point of contact among the charter developers, and preliminary information about the charter proposal, such as the school's mission statement, the school's focus, the representative student population in the intended location, enrollment projections, key innovations, etc. (not to exceed 5 pages).

1. General Information

• Name of Proposed School

Southwest Collegiate Academy

• Grade levels to be offered and enrollment projections

Grade Levels to be offered	Projected Total Enrollment
6-12	490

• Primary Point of Contact

Name	Jacob Kolander				
Mailing Address	2847 Cabernet. St. SW				
City	Albuquerque	State	NM	Zip	87121
Phone	505-433-9820				
Email	jkolander@southvalleyacademy.org				

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
Jacob Kolander	Co-Founder, Principal	Bachelor's in Education from Missouri State University (2002); endorsed in New Mexico 7-12 in ELA and TESOL. Master's in Liberal Arts, St. John's College (2004). 17 years teaching in APS and South Valley Academy, 10 years in higher education with University of Phoenix. 2 years in the New Mexico Teacher Leader Network as part of the Secretary's Teacher Advisory and School Ambassador. Completion of the 4.0 Schools Essentials Fellowship and Tiny Fellowship in school design and piloting.
Annette Sanchez	Co-Founder, Assistant Principal	10 years teaching at South Valley Academy, Master's Degree from University of New Mexico. Completion of the 4.0 Schools Essentials Fellowship and Tiny Fellowship in school design and piloting.
Juan Certain	Proposed Governing Board President	Juan is a business owner in Albuquerque as well as a former employee of the Public Education Department.

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

Southwest Collegiate Academy is a college-preparatory, year-round 6-12 charter school focusing on civic engagement and the humanities. Our civic engagement model runs 6-12 and engages students in the political process from school leadership to community-based projects, and finally participation

in local government and national issues. A focus on humanities is defined by rigorous literacy instruction, 6-12, and instruction in traditional Humanities programs including literature, history, philosophy, and language.

Our school is founded on the three pillars of:

Academic Excellence

Civic Engagement

Social Responsibility

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)

Mission: Southwest Collegiate Academy prepares students for academic excellence, civic engagement, and social responsibility through a rigorous college preparatory founded on principals of Civic Education and the Humanities

Vision: At Southwest Collegiate Academy, we believe that students from all backgrounds have the potential to achieve their life's ambitions through a rigorous education that prepares them for college and beyond. We believe that academic excellence is possible, regardless of socioeconomic, language, or ability differences, and that a college education is essential for personal success. We believe students of all cultural backgrounds can positively impact our society through civic education and engagement, and that social responsibility is essential to having a positive global impact.

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.

The target area for Southwest Collegiate Academy is the Southwest area of Albuquerque including the 87121, 87105, 87104, and 87102 zip codes. This area of the city currently has 10 schools serving students 6-8. Of those 10, 6 are F schools, 2 are D schools, and 2 are C schools. Not one middle school in the area was ranked a B or an A in 2018¹. In the same area, there are 15 schools

¹ <https://nmschoolgrades.com/>

serving 9-12. Of those, four are ranked as an F school, three as a D school, 6 as a C school, and 2 as a B school. Not one high was ranked as an A in 2018². The Southwest area of Albuquerque had a population of 173,749 as of 2016 with a growth of over 6,000 residents from 2010 to 2016.

- 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.

As a breakout of ethnicity, the area is roughly 70% Hispanic, 23% White, and 3% Native American³. The rest is a mixture of ethnicities including multi-ethnic families. The SW area also has a total of 39,397 households with families, and the SW area has an average household income of \$55,300.⁴

The key factors in choosing this area of the city for Southwest Collegiate Academy include: socio economic status, the current performance levels of the schools that serve this area, and the lack of secondary schools aimed at a college education curriculum. All statistics are from 2018 testing results.⁵

APS Group	Proficiency in Math	Proficiency in ELA
Districtwide 6 th	17%	25%
Districtwide 7 th	19%	27%
Districtwide 8 th	9%	30%
Districtwide 9 th	Algebra I – 24%	29%
Districtwide 10 th	Geometry – 20%	36%
Districtwide 11 th	Algebra II – 18%	49%
Districtwide Mid School – Economically Disadvantaged	10.3%	18.7%
Districtwide High School - Economically Disadvantaged	9.3%	25%
Districtwide Mid School – Students with Disabilities	5.7%	7.3%
Districtwide High School – Students with Disabilities	5%	7.7%
Districtwide Mid School – ELL	4.3%	6.7
Districtwide High School - ELL	4%	7.7%

As a district, APS has only 3% of ELL students demonstrating proficiency on the ACCESS test. Middle School students have a 40% proficiency on the SBA Science Test, and High School students scored 36% proficiency.

² <https://nmschoolgrades.com/>

³ <http://www.city-data.com/zip/87102.html>; as well as 87104, 87105, and 87121

⁴ <https://newmexico.hometownlocator.com/> - compiled information

⁵ <https://webnew.ped.state.nm.us/bureaus/accountability/achievement-data/>

- 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.

Our proposed school will have an increase in literacy instruction early on with a proven literacy program that has already worked in schools around the country with a goal of increasing literacy by 2 grade levels per year until students are on grade level. With our curriculum of civic engagement and use of current models of college preparatory programs, we will be the only 6-12 college preparatory charter school in the SW region of Albuquerque to offer data-driven models of instruction in civic engagement and literacy with a proven track record of seeing students with our demographic achieving their post-secondary educational goals. The following are schools they would attend otherwise including their school grade for the last three years:⁶

School Name	2016 School Grade	2017 School Grade	2018 School Grade
Jimmy Carter Mid.	F	F	F
John Adams Mid.	D	F	F
Truman Mid.	B	D	F
Ernie Pyle Mid.	D	F	F
George I Sanchez	C	F	F
South Valley Prep	B	C	B
South Valley Academy	D	D	C
R.F.K. Charter	D	D	F
La Academia De Esperanza	F	F	F
ACE Leadership	F	F	F
ABQ Charter Academy	B	D	C
Amy Biehl	B	B	B
Nuestros Valores	D	D	D
Rio Grande High	C	C	C
New America Charter	D	D	D
Atrisco Heritage	C	C	C
West Mesa	D	C	C

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).

Through a non-profit organization, 4.0 Schools, Southwest Collegiate Academy ran a pilot program for students and parents regarding the proposed model of instruction around Civic Engagement. Of the students and parents who participated, 100% indicated they would either attend or recommend our school.⁷ Throughout conversations with community leaders, including Excellent

⁶ Data taken from: <https://nmschoolgrades.com/>

⁷ Data taken from Southwest Collegiate Academy Impact Report, 2018

Schools New Mexico, and looking at the feeder pattern for charter schools in Albuquerque, students in the SW area of Albuquerque are in need of a school that is built on college preparation, not just credit recovery or at-risk students.

In addition, from the above information, it is evident that the area of the city needs a high-performing charter school. Only 1 of the above schools earned a B rating by the NMPED, and ALL of the 6-8 district schools received Fs in the 2017-2018 academic school year. In addition to speaking with parents and students, we have worked for over a decade in the South Valley and speak from teaching experience that the schools are not adequately preparing our students to be competitive in college and scholarship applications on a national level. In speaking with other school leaders including Rachel Sowards of Solare Collegiate, Joann Mitchell of Mission Achievement and Success charter school, and Jade Rivera of Albuquerque Collegiate, there is a definite need for expanding charter school access for families in this part of the city.

Although the SW part of Albuquerque does have a college preparatory charter school that increased its school grade to a C in 2018, we know there is a waiting list of students for that school as well as other college prep charter schools in the north part of Albuquerque. We feel families should not have to wait for an opportunity like this, as we can tell simply through application trends that families in the SW of Albuquerque are seeking out charter schools at a greater demand than can currently be met.

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.).

Southwest Collegiate Academy is designed to be non-traditional in several ways. First we plan to utilize a year-round model that will help support students through the year avoiding the impact of summer slide for disadvantaged youth that are in our area. In our region of Albuquerque, there are NO year-round schools for 6-12. Also, we will utilize a longer school day, from roughly 8:00 to 4:00 in order to better institute other components of our model.

Where we are strongest in our difference in the Southwest of Albuquerque is our focus on college preparation through civic engagement and the humanities. Many schools are very STEM focused, which is clearly a need in New Mexico as we rank so low in our math scores. Our experience, however, has shown that as students increase skills in literacy and become more engaged in school, they do better in all areas, including math and science. We utilize a civic engagement model that we piloted through 4.0 schools which shows that when students have opportunities to do real-world projects and interact with those who make the difference (lawmakers, community leaders, etc.), then they tend to take work more seriously, and showed an increase in their writing and speaking skills in just 5 weeks. Our literacy-focused program takes that essential skill and emphasizes it in 6-12. In our experience, students in high school tend to lose literacy skills as the focus is more on thematic instruction. We are partnered already with Dr. Katherine McKnight and

her organization Engaging Learners to develop a custom 6-12 literacy program for our students to make this happen.

In addition to those, we want to fully incorporate leadership training. Part of the work needed in schools with low SES populations is character development training that includes leadership skills. These help provide a more holistic approach to their academic development as leadership training supports a variety of skills for students. In our area, this includes model U.N., student government at ALL levels (6-12), and participation in local and national leadership trainings. We are already working with EF Tours to look at how to provide travel to and participation in their national and global leadership opportunities to integrate these key components to civic engagement in the education model.

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.

Southwest Collegiate Academy looks to support students to become competitive college applicants with goals around college acceptance and scholarship opportunities. One way we look to improve on the education offered to our target population is our focus on literacy instruction. We have partnered with Dr. Katherine McKnight and her organization, Engaging Learners, to design our own literacy program with her proven practices in the classroom. She has already done amazing work with Farmington public schools, where they, as a district, became the fastest growing district in the state, rising 14.8% in literacy in the 2017-2018 school year.⁸ She has also shown success across the country in schools that are Title I, working with populations similar to ours.

Also, the focus on civic engagement tends to not only raise standards but raise the stakes for students as they tackle real-world challenges. The Association of American Colleges and Universities states, "Connecting academic inquiry with community service activities, civic engagement is a reliable pedagogical and epistemological strategy for developing student knowledge and skills while fostering individual and organizational collaborations to address pressing social, environmental, educational, and economic issues."⁹ Civic engagement focuses on critical thinking and engaging with the world around them. Both will support student success in a way that no other school in our area of the city does.

In addition, our year-round model is necessary for our population, but 6-12 schools around us are not doing it. We know that "summer slide" adversely affects all students, but it had an even worse

⁸ NM PED Slide Deck, regional meeting, October, 2018.

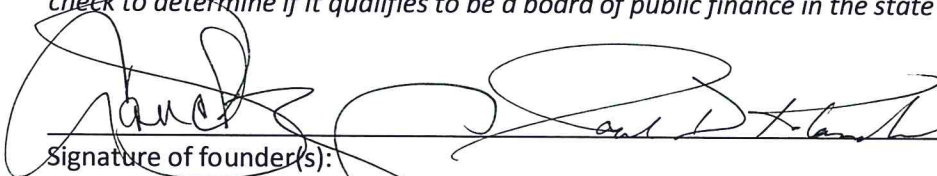
⁹ <https://www.aacu.org/publications-research/periodicals/civic-engagement-and-student-success-leveraging-multiple-degrees>


impact on students who are minority, poor, and second language learners. In other words, our population of students. The Brookings Institute demonstrates this, stating, "The recent literature on summer loss has been mixed. One study using data from over half a million students in grades 2-9 from a southern state (from 2008-2012) found that students, on average, lost between 25 – 30 percent of their school-year learning over the summer; additionally, black and Latino students tended to gain less over the school year and lose more over the summer compared to white students."¹⁰ Their proposal to fix that is through summer programming with an emphasis on literacy. The Colorado Department of Education published a similar study that summer loss is big for students with a low socioeconomic status. They also proposed summer programming with an emphasis on literacy¹¹. With our year-round model, we hope to stem the problems associated with summer slide, which will support achievement success.

Further, our focus on college preparation will have students focusing on taking AP Courses in their later years of high school. Schools that do this regularly, such as the Albuquerque Institute of Math and Science, show tremendous results as the AP framework is based on national standards designed by college board students. In fact, students with AP coursework, even if they do not pass the test, show a higher rate of college acceptance and success.¹²

These four factors make a unique and challenging school experience for students at Southwest Collegiate Academy but can raise the standards and success rates for our students in the Southwest of Albuquerque.

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):


[PRINT NAME(s)]

Date: 1/7/2019

¹⁰ <https://www.brookings.edu/research/summer-learning-loss-what-is-it-and-what-can-we-do-about-it/>

¹¹ <https://www.cde.state.co.us/cdelib/summerslide>

¹² <https://aphighered.collegeboard.org/sites/default/files/ap-student-success-college-recent-research.pdf>