

1. General Information

- Name of Proposed School

Ken Sanchez Cultural Academy* (KSCA)

- Grade levels to be offered and enrollment projections

Grade Levels to be offered	Projected Total Enrollment
9 - 12	200

- Primary Point of Contact

Name	Melanie Telles				
Mailing Address	8900 Sawgrass Pl NW				
City	Albuquerque	State	NM	Zip	87121
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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
Nicole Jaramillo	Collaborator	Current Employment: Assistant Principal at Albuquerque Public School's Hayes Dual Language/Project-Based-Learning Magnet School. Experience and Qualifications: Experience as an Instructional Leader; Twelve years educational experience: eight years as a teacher, three years as an Instructional Coach, one as an assistant principal; Endorsement in Elementary Education K-8 with additional endorsements in Education Administration and Bilingual education; Areas of expertise include Project-based Learning, Bilingualism, and Advocacy; Leader for all teachers in job-embedded professional development with emphasis on incorporating Common Core State Standards in instruction, classroom management, continuous improvement, and data informed decision making; Member of Instructional Council in education for six years with facilitation experience.
Susanna Suddarth	Sped Specialist	Current Employment: State of New Mexico Care Giver

		Experience and Qualifications: BA-Journalism UNM; Dual-Licensed Special Education/Secondary Education, CNM Alternative Licensure Program; Freedom High School Special Education/General Education English/Social Studies; Matheson Park Elementary School Cross-Categories and Social Communications (Autism Program); Bernalillo High School Student Success Coordinator for Native American students and Dual-certified after-school Credit Recovery Program.
Alicia Ruch-Flynn	Collaborator	Current Employment: Eldorado High School, Physics and Astronomy teacher, Albuquerque Public Schools Experience and Qualifications: National Board Certified AYA Science; Math and Science Certified teacher with 32 years experience working with a diverse range of students, including the student populations similar to the anticipated charter (Freedom High School, APS, 2010 - 2017); BS in Physics from UT Austin; Teaching Credential (Masters) from UC Berkeley; Nationally recognized Science Olympiad coach (2005 - 2010); High School Teacher of the Year, Austin Independent School District, 2008; Has experience as an Instructional Council Chair and currently serving as a Teacher Leader Facilitator.
William 'Greg' Flynn	Financial Advisor	Current Employment: Positive Energy Solar. Experience and Qualifications: 25 years working in various technology jobs, including working at three venture-backed start-ups in management roles. Business owner (SSP Automation) since 2015. Three years as church treasurer managing all financial aspects, including payroll, for church and associated preschool with an annual budget of ~\$800K. High school drop-out, Ph.D. in Physics, MSEE and MBA(2019), and undergraduate degrees in Physics and Mathematics.
Holgers Schultz	Collaborator	Experience and Qualifications: BS degree from Dana College; MA - Community Education, ASU; Doctorate - University of Illinois in Education Policy. Life- long educator primarily working for the 19 Pueblo Tribes of New Mexico at Albuquerque and Santa Fe Indian Schools, serving as Assistant Superintendent for planning and program operations. Directed the planning and implementation of the first tribal school in the US to contract under the federal "Indian Self-determination and Educational Assistance Act, and recognized by the US President for Outstanding Achievement in 1987. Has served as adjunct professor at UT, San Antonio, UNM, and Dana College. Primary tenets of career are significant student input and control of school policies and decisions,

		experiential hands-on learning, and meaningful, positive reinforcement of success. Currently retired.
Melanie Telles	Collaborator	Current Employment: Rio Grande High School, ELD Coordinator, Albuquerque Public Schools. Experience and Qualifications: Fourteen years of experience teaching English; 12 years teaching ELD; 10 years teaching Literacy Strategies; Curriculum Development team for APS' Ethnic Studies and led pilot at Freedom High School; National Board Teaching Certification; Master's in Secondary Education; Bachelor's in English pre-law; Bachelor's in Spanish; TESOL endorsed; Masters' degree in Educational Specialist; ELD Coordinator; Intermittent membership on Instructional Council; Administrative Certification; Member of various Instructional Councils totaling six years.

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

The focus of Ken Sanchez Cultural Academy will be to provide quality student-driven learning through the integration of four innovative features: learning in context through school-wide project-based learning, the measuring of individual student progress through demonstrated mastery of standards, engaging in daily academic advisement, and a focus on Ethnic Studies. KSCA will be college and career prep school with opportunities for credit recovery.

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 ☒ x
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)

Ken Sanchez Cultural Academy, our school, will offer a non-traditional setting that provides an individualized and academically rigorous pathway to graduation in a way that encourages student responsibility so that each young person will graduate prepared with college and career skill sets so that they can continue to flourish as lifelong learners.

Motto: "We do what we do because the world is on fire and the people we love are burning"
Sandra Cisneros.

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 demographic information of our school is predicated upon our geographic location in Albuquerque. We will be located in the 87120 zip code, District 1, area. The community's population continues to expand. West Mesa, Atrisco Heritage Academy, and Volcano Vista are comprehensive high schools that are unable to support students that need more individualized teacher-to-student attention. In addition, more schools are being built to sustain the growing area; Tres Volcanes is a K-8 program with no new feeder high school that would sustain their project based model of instruction.

- 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.

Our student clientele will be predominantly Hispanic, resulting in a strong need for English Language Developing services. Minority enrollment will approximate 95% of the students. 85% of students will be Hispanic, 7 percent are projected to be Native American, 3% are projected to be African American, 5% projected to be Caucasian, with the remainder of blended ethnicity or other. The average data of the feeder school reflects approximately 70% low SES. There is a need for Title I services, extending into Free and Reduced Price Lunch demand. The male/female ratio is projected to be about 50/50.

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

The students we anticipate enrolling will be a combination of those seeking credit recovery from traditional high schools in the area and those wishing to continue a project-based-learning pathway exiting Tres Volcanes Community Collaborative (K - 8).

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).

Indications of community need include statements from Annette Myers, Instructional Coach at Tres Volcanes (K-8), and community input, that a collaborative (PBL) learning pathway for students exiting Tres Volcanes would be beneficial.

Survey Monkey data regarding the need for transportation to Freedom High School (APS's credit recovery high school) from the 87120 zip code area, indicate a need for a credit recovery high school in District 1.

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.).

KSCA plans to nurture a community of trust and responsibility through communication by engaging students in true project-based learning, where school-wide question(s) are the/a primary focus (foci), stimulating pathways to authentically delve into inquiry-based, cross-curricular learning. For example, students may end up researching common issues for District 1 and presenting solutions to the city council after getting feedback from community members and partners. KSCA will follow the calendar adopted by the majority of APS high schools.

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.

KSCA will be more effective than the schools currently serving the targeted student population because we will be operating as an outcomes-based community rather than a community that is based off of the time-based Carnegie Unit. Therefore, the program will be an open-entry and open-exit program, based upon demonstrated proficiency of each Common Core State Standard and New Mexico Content Standards, culminating in a research-based project that is presented before a panel of certified teachers, staff, and other stakeholders. KSCA will participate in a project-based learning model. Students will earn elective credit in a Values Clarification course, a Seminar course, and an Independent Research course in tandem with required core coursework each year. These three electives, the first of which will be required for graduation from KSCA, will prepare students for a final research-based presentation project each academic year and will create student engagement in learning by relating core course content to real-life complex issues. In addition, KSCA will incorporate an Ethnic Studies graduation requirement that seeks to study the interdisciplinary difference of power dynamics and marginalization that address different power dynamics in school by re-centering the experiences of knowledge of those marginalized groups. Our school plans to incorporate restorative practices that seeks to redirect student disciplinary infractions with tools to empower students so they can function optimally in the academic setting.

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):

Melanie Telles

Melanie Telles

Date: ____1/14/20____

Nicole Jaramillo

Nicole Jaramillo

Susanna Suddarth

Susanna Suddarth

Alicia Ruch-Flynn

Alicia Ruch-Flynn

William G Flynn

William Gregory Flynn

Holgers Schultz

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