

New Mexico Public Education Commission



2024 New Charter School Application Kit

Part B

Executive Summary

Charter Schools Division
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Instructions

The executive summary should be no more than two to three pages long and should address, in a narrative form, the following points:

- The proposed school's name and a description of the charter school's projected students, including key demographic data (academic performance, home languages, special populations), based on the local community or the school district in whose geographic boundaries where the charter school applies to operate
- Where the charter school's projected students are most likely being educated currently and why they are expected to choose the proposed charter school for their future educational needs
- Evidence that there is a community need for the proposed charter school a school of this nature in the area local community or the school district in whose geographic boundaries the charter school applies to operate. Note: NMSA 1978 § 22-8B-6(L)(5) provides, "[a] chartering authority may approve, approve with conditions, or deny an application. A chartering authority may deny an application if...the application is otherwise contrary to the best interests of the charter school's projected students, the local community, or the school district in whose geographic boundaries the charter school applies to operate." Evidence of community need is required. Specific data and evidence is required in the application itself. Therefore, specific statistical information does not need to be provided here.
- The key innovative and unique programmatic features the school will implement to accomplish its mission (non-traditional school year, longer school day, partner organizations, curriculum and assessment, etc.)
- How the proposed school will improve student achievement and exceed the academic performance of the existing public schools in the local community or the school district in whose geographic boundaries the charter school applies to operate. Provide a brief summary of any data that supports this assumption.
- The founders or applicant team of the proposed school, their background, expertise, and what drives them to engage in this endeavor.
- If different from the list provided above, the proposed governing board and their vision of charter school governance, and how the proposed school will benefit the community.

Applicant Response

Name of Proposed Charter School

Sacramento School of Engineering and Science

New Charter Application Executive Summary

The Sacramento School of Engineering and Science (SSES) will provide an alternate and unique educational opportunity to high school students in the Alamogordo Public School District. By focusing our unique instructional model on workforce/career-readiness outcomes in the fields of engineering and science, our students will have opportunities to excel academically and socially. By partnering with the Holloman Air Force Base, and specifically, the 846th Test Squadron, students attending SSES will have a hands-on, pragmatic, and relative educational experience. As evidenced by the memo from the Department of the Air Force (see attached), our community is going to need to increase its workforce in multiple science and engineering career fields to serve the expanding mission. As the Test Squadron needs these positions filled with qualified workers, SSES will answer the call to prepare a trained and talented workforce. By building our own unique and qualified workforce, it is a dream that our own community will retain our families within our growing and vibrant community.

The student population at SSES will likely reflect that of our local high school, Alamogordo High School. The demographics of AHS: 42% Hispanic, 7.78% Black, 3.2% Asian, 2% Native American, and 43% Caucasian. In 2023 44% of AHS students were proficient in English Language Arts, 16% were proficient in math, and 55% were proficient in science. Realizing that there are significant learning gaps in the content area of math, SSES will provide a Math Intervention course in conjunction with the general math course taught in the

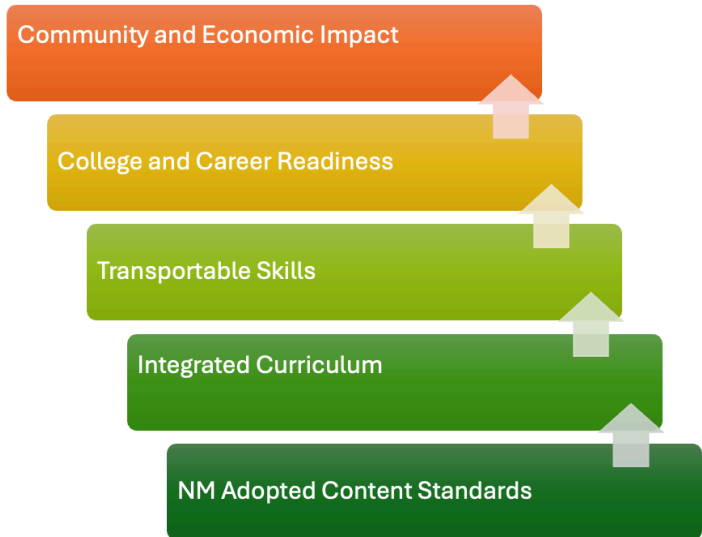
9th grade year. 3.6 % of AHS students are English Learners, and 17.4% of AHS student are Students With a Disability.

The daily schedule and yearly calendar allow for a variety of courses (including Math Intervention) to be taught as integrated courses. The Four-Session Day will host an integrated Humanities, Science and Math Session as well as a Fourth Session which will provide time for students to take electives and receive other necessary curriculum and services. Integrated learning promotes critical thinking and problem-solving skills. A meta-analysis by Hattie (2009) indicated that integrated approaches, like project-based learning, had an effect size of 0.75 on student achievement, which is considered highly effective.

The year-round school calendar promotes continual professional development, improved academic achievement and resists the well known “summer slide.” In addition, the year-round school calendar is a distinction from the typical school calendar at AHS.

The core curriculum at SSES will be the NM Adopted Content Standards for math, science and ELA. Using Project Lead the Way and Advanced Placement Curriculum resources, students will demonstrate their achievement through summative and formative assessment measures. Educators at SSES will be provided professional development that will promote their awareness about effective instructional practices which will be braided into the fabric of our daily instruction.

The proposed Instructional Model and Framework for SSES will improve academic performance and meet the needs and interests of the local community. The instructional framework is best described as a vertical framework that allows the building of content standards mastery toward community and economic impact.



Through content standards, integrated curriculum, transportable skill-building, college and career readiness, our community will benefit from economic impact and growth. Alamogordo will be the community of which our youth will return and prosper.

Many of the founders of SSES are in advanced careers in business, engineering and education. It is with this collective experience and knowledge that the Mission and Vision of SSES was developed. In addition, many of the founders are also members of the MainGate Education Committee. This committee works with the leadership at HAFB to ensure a visible and effective partnership between the city of Alamogordo and the Air Force in relation to the education sector. The MainGate Education committee has been the main agency in developing and promoting SSES in Alamogordo. Because of the partnership between MainGate and HAFB, our local high school students will be best equipped to fill the many necessary job openings with the newly expanding mission at HAFB.