Pueblo School District 60
(Pueblo City Schools)

Dolores Huerta Preparatory High and Cesar Chavez Academy

To become

Chavez/Huerta K-12 Preparatory Academy

For

2012-2013

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Charter School Intent to Submit Form

1. **Name of Proposed School: <u>Chavez/Huerta K-12 Preparatory Academy</u>**

2. **Primary contact person: Henry C. Roman**

3. **Mailing Address**

   2727 W. 18th Street
   Pueblo, Colorado 81003
   719-546-6263 (Day)
   719-320-3950 (Evening)
   hcroman@ccsnco.org

4. **Model or focus of proposed school (ex: Arts, College Prep, Dual Language, etc.)**

   Early College Preparatory at the high school level and an academy focus at the K-8 grades with an ambitious academic program using Core Knowledge in a supportive and challenging learning environment designed to prepare all students to be young scholars, citizens of the world, and community leaders.

5. **Grade levels to be served**

   K-12

6. **Does the school expect to contract with a charter management organization or company for school management or operation? If Yes, identify the entity.**

   NO

7. **Proposed Principal or Lead Administrator Information**

   Henry C. Roman

   Interim Executive Director
   719-546-6263 (Day)
   719-320-3950 (Evening)
   hcroman@ccsnco.org

Name of applicant team or founding entity:

The Cesar Chavez Academy Board members and the Dolores Huerta Preparatory High Board members

1. Names, roles, and current employment of all persons on the applicant team

   Henry C. Roman, Interim Executive Director
   Arlen Arguello, Middle School Principal
   Rose Benitez, High School Principal
   Lori Montanez, Elementary School Principal
   Sharla Marek, Director of Exceptional Student Services
   Each current board member shall be considered part of the applicant team. Each brings a specific set of skills and areas of expertise. Below is a list of board members and some of their skills and areas of expertise.
   Judge William Alexander-- Community member--legal advise and guidance
   Erika Almedia-Trujillo--Parent--health, safety and welfare as a surgical nurse.
   Judy Baca--Community member--higher education as an associate professor at CSU-P.
   Juan Espinosa--Community member--marketing and public relations as a former editor for the Pueblo Chieftain
   Kevin Ferguson--Staff member--9-12 curriculum, instruction and assessment as a high school teacher.
   Michael Maggrett--Staff member--K-5 curriculum, instruction and assessment as an elementary art teacher.
   Angelina Sisneros--Parent--business and finance as an accountant
   Karen Studen--Community member--Personnel and Human Resources as a retired director of a state level department
   Dr. Alfredo Vargas--Parent--health, safety, and welfare as a physician

   The board's primary responsibilities include regular attendance at board meetings and special school events, taking training courses offered by the Colorado League of Charter Schools, and providing support for administration and faculty in the performance of their jobs. Each board member is expected to serve on one or more board committees or projects providing leadership and direction as well as communicating back to the board at large on a regular basis as to the status of the work done by these committees or through these projects. Of course, they are expected to communicate on a regular basis with their constituencies while remaining fully aware of their role as a board member.

2. Indicate whether or not the applicant team or any members of the team currently operate any other schools-

   NO

3. Explain the individual and collective qualifications of the applicant team members to establish a high-quality charter school, and in particular the capacity to assume responsibility for public funds, administration, and governance.

4. Please attached resumes for each individual on the applicant team

Please see Attachment #1.

5. Explain the circumstances and motivations that brought the applicant team together to propose this charter school.

Presently we have two charters with the Pueblo City Schools (PCS)—Cesar Chavez Academy and Dolores Huerta Preparatory High. The renewal date for Cesar Chavez Academy is 2012 and for Dolores Huerta is 2014. In concurrence with PCS we believe that it is timely and appropriate to submit a new charter that will replace the two charters we presently hold with PCS. Not only because PCS has asked us to do so, but because with a new charter will be certainly be more efficient and we believe we will also be more effective. Through this new charter we will have a clear defined K-12 curriculum that will allows to better meet the needs of our children from K through 12 especially at the critical transition grades from 5th to 6th and from 8th to 9th. Our singular mission will be understood by all especially by the students and parents from the moment they enroll at any grade level.

6. Which applicant team members will become founding board members?

It is expected that many if not all of the current board members of CCA and DHPH will be "founding board members" of Chavez/Huerta K-12 Preparatory Academy (CHPA). For school year 2011-2012 our current board members will serve as a transition board making any necessary and appropriate changes to ensure that the approved CHPA Charter is properly implemented.

7. Identify any organizations, agencies, consultants or institutions of higher education that are partners in planning and establishing this charter school, along with a brief description of their current and planned role and any resources they have contributed or plan to contribute to the school's development.

The Colorado League of Charter Schools

8. **Projected enrollment and demographics**

Table 1: Projected enrollment numbers by grade

Elementary	Year 1	Year 2	Year 3	Year 4	Year 5
Kindergarten	110	110	110	110	110
Pre 1st	20	20	20	20	20
1st Grade	90	110	110	110	110

2nd Grade	90	100	110	110	110
3rd Grade	90	90	100	110	110
4th Grade	90	90	90	100	110
5th Grade	100	90	90	90	100
Total	**590**	**610**	**630**	**650**	**670**
Middle School	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**
6th Grade	125	125	125	125	125
7th Grade	100	125	125	125	125
8th Grade	100	100	125	125	125
Total	325	350	375	375	375
High School	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**
9th Grade	115	115	115	125	125
10th Grade	100	100	100	100	115
11th Grade	95	95	95	95	100
12th Grade	95	95	95	95	95
Total	**405**	**405**	**405**	**415**	**435**
CHPA TOTAL	**1320**	**1365**	**1410**	**1440**	**1480**

Table 2: Projected Enrollment of Subgroups

School Year	% ELL	% SPED	% FRL
1	7.4	8	68.5
2	7.4	8	68.5
3	7.4	8	68.5
4	7.4	8	68.5
5	7.4	8	68.5

1. Executive Summary

Proposed Name And Location

- Chavez/Huerta K-12 Preparatory Academy (CHPA)
- 2727 W. 18th Street, Pueblo, CO 81003

This fall Cesar Chavez Academy (CCA) will celebrate its 10th anniversary while Dolores Huerta Preparatory High (DHPH) will celebrate its 7th anniversary. These schools have come a long way and have overcome a great deal throughout their journeys. There have been obstacles along the way. The errors of the previous administration have been well documented in the media statewide, as well as locally, damaging the image and reputation of our schools, and by extension, of Pueblo City Schools. Nevertheless, through all of this and in the face of adversity, both schools managed to open in the fall of 2010 on schedule, offering a high quality educational program. The schools have managed to survive and have continued to make a difference in the lives of so many young people in the Pueblo community.

Our stakeholders believe in the success of Cesar Chavez and Dolores Huerta Preparatory High. This is supported by the fact that most of our students and parents returned in the fall of 2010. The community, despite the obstacles, believes in the schools and the staff as well as the new governance and leadership. The message to Pueblo and the state is that not only have these schools survived but also more importantly, these schools will once again thrive!

However, survival is not enough. In order to thrive, change and alignment is needed. The building blocks are now in place, but much more needs to be done in light of the decline in enrollment, our most recent CSAP scores, which, although above District averages, still are not up to our expectations and the depressed economy at the state and local level. Therefore, we are proposing to reconstitute ourselves as a K-12 school, maintaining the best of Cesar Chavez Academy and Dolores Huerta Preparatory High, while aligning our mission, vision, curriculum and instruction based on a K-12 continuum. Under this proposal, we would no longer be a K-8 academy and a 9-12 high school. Instead, we would be a K-12 preparatory academy. In particular, the transitions from 5th to 6th and 8th to 9th will be seamless and meaningful for everyone involved. In order to accomplish this vision a new charter, a K-12 charter, is being proposed: Chavez /Huerta K-12 Preparatory Academy (CHPA).

Being under one charter will allow us to operate more efficiently and effectively. We will operate efficiently because we will continue to reduce the size of central services and eliminate the duplication of operational services. We will be more effective because we will be able to communicate our singular K-12 mission eliminating any potentially conflicting programs at all levels. One of greatest goals is for every kindergarten student to eventually graduate with a two-year degree from Pueblo Community College along with their high school diploma 12 years later. This goal will be reinforced at every grade level and in particular at the 5th grade, as those students transition to the 6th grade and then at the 8th grade as those students transition to the 9th grade.

As our authorizer, you have asked us and expect us to reconstitute under one charter. The changes we have envisioned are significant. Beginning with a new mission, vision, goals and objectives as well as new leadership and governance, our challenges, while significant, can and will be overcome. We will need to revisit our curriculum, we will need to prepare our staff accordingly through appropriate and deliberate professional development, and we have to ensure that our students and parents are fully on board. In order to thrive and not just survive, we have to move forward, as one, with common outcomes, common goals, and a singular vision and mission.

Vision Statement

The proposed vision of CHPA will be to prepare a diverse cross section of Pueblo's children for success as young scholars, citizens of the world, and community leaders by providing them with an ambitious academic program in a supportive and challenging learning environment.

Mission Statement

The proposed mission of CHPA will be to provide a high quality and challenging college preparatory K-12 curriculum that culminates in a high school diploma and successful completion of an Associate's Degree.

These mission and vision statements have been developed with parent, student and board involvement by taking the current mission and vision statements of Cesar Chavez Academy and the Dolores Huerta Preparatory High and working towards a common end goal. As part of the school's planning process during the 2011-2012 transition year, our stakeholders will be involved in the finalization of our "new" mission and vision statements.

Student Population Served

There is no question that there are too many Pueblo high school students failing to graduate and failing to pursue a college education. This can be attributed to the lack of preparation as early as elementary and middle school to ensure success at the college or university level. This is evidenced in the graduation and dropout rates for the district and our current high school (DHPH) in the table below:

Table 3: DHPH Graduation and Dropout Rates

2009-2010			
	State	District	DHPH
Graduation Rate	72.4%	60.5%	77.8%
Dropout Rate	2.3%	2.7%	1.4%
Hispanic Graduation Rate	55.5%	55.4%	76.9%

Dropout Rate for Hispanics	3.9%	3.1%	1.6%

The figures above clearly show the significant discrepancy in the performance of Hispanic students on the Graduation Rate and the Dropout Rate indicators at the state and district level. It is equally apparent that the discrepancy is significantly less at DHPH.

Nevertheless, there remains a discrepancy, which we believe will be addressed successfully with a K-12 school. In our current configuration, we do our best to communicate our common mission and goals from grade level to grade level, but often this is not communicated as well as we would like. To the community, the schools appear to be two separate schools. By redefining ourselves as a K-12 school there would be no question as to what our mission is at all grade levels.

CHPA will serve families from the Pueblo County area, focusing on students who have been underserved. The Pueblo East and West sides have a greater representation in our school population since these communities have experienced school closures and are looking for a school with a family focus and pride in their Latino culture and heritage.

There are no restrictions as to who will be accepted and enrolled at the proposed charter school. As a public charter school, CHPA will accept students in grades K-12 primarily from District No. 60 as well as students from across the Pueblo area and surrounding counties. In the future, this new charter will consider expanding and adding a preschool program to meet the needs of the young families on Pueblo East and West sides. Although the need is there, a revenue source has not been identified at this time. It is anticipated that the majority of students currently enrolled in Cesar Chavez Academy (K-8) and Dolores Huerta Preparatory High School (9-12) will enroll in the new charter school. These students come primarily from the City of Pueblo as well as Pueblo West.

Table 4: Pueblo County Demographics

Racial/Ethnic Composition	% African-American: ***2.1*** % Asian: ***0.6*** % Caucasian: ***41.2*** % Latino: ***54.2*** % Native American: ***0.7*** % Other (please explain): ***1.2 multi race or Native Hawaiian/Pacific Islander***
Socio-economic Status	% Qualifying for Free/Reduced Price Lunch: ***57.1***
English Language Learners	% Qualifying for ELL Services: ***4.8***
Special Education Students	% Receiving Special Education Services: ***10.9***

Our school's target population does not match Pueblo County's demographics. In fact, our school will have much higher numbers of Latino/Hispanic students and much lower numbers of Caucasian/White students. Our income level as measured by our Free/Reduced count is also lower. The community has 57% qualifying for Free/Reduced lunch prices while our school has 68.5% qualifying.

Table 5: CHPA Anticipated Demographics

African American	Hispanic	Asian	Native American	White	Free/ Reduced	English Language Learners	Special Education
2%	80%	1%	0%	16%	68.5%	7.4%	8%

2. Goals, Objectives, Pupil Performance Standards, Accountability

For purposes of this section, CCA and DHPH will use as a baseline the state or federal expectations contained in the Performance Framework Report for the areas of Academic Achievement, Academic Growth, Academic Growth Gaps, and Post Secondary Workforce Readiness as appropriate. For baseline scores we will use either the district's or the school's 2011 one-year scores from the Performance Framework Report, whichever is higher. These goals reflect the information contained in the schools' Unified Improvement Plans (UIP) for 2011-2012. Although we indicate the minimum scores required (expected), we will always strive for 100% of our students to be successful.

CHPA Elementary School Goals and Objectives for 2011-2012

- Academic Achievement based on CSAP:

School	Expectation Level		Area	Time Frame	Current Baseline
CCA ES	Meet/Exceed	71.6% P/A	Reading	3 yrs	67.8%
CCA ES	Meet/Exceed	70.9% P/A	Math	3 yrs	58.4%
CCA ES	Meet/Exceed	53.5% P/A	Writing	3 yrs	50.0%
CCA ES	Meet/Exceed	47.5% P/A	Science	3 yrs	43.8%

- Adequate Yearly Progress:

School	Targets set by CDE	Targets met by school	Reading	Math
CCA ES	24	100%	Yes	Yes

- Academic Growth based on Median Growth Percentile (MGP):

School	Expectation Level		Area	Time Frame	Current Baseline
CCA ES	Meet/Exceed	45	Reading	3 yrs	40
CCA ES	Meet/Exceed	55	Math	3 yrs	19
CCA ES	Meet/Exceed	55	Writing	3 yrs	28

- Academic Growth Gaps for disaggregated groups:

School	Expectation Level		Area	Time Frame	Current Baseline
CCA ES	Meet/Exceed	62.5%	F/R, Sp Ed, & ELL	1 yr	29.2

- Overall School Performance as rated by CDE

School	Expectation Level		Performance Frameworks	Time Frame	Current Baseline
CCA ES	Meet/Exceed	59%	Performance Plan	3 yrs	50.1%

- Post Secondary Workforce Readiness
    - Not applicable at the elementary level

- Professional Goals for Faculty
    - Instructional Delivery
        - 90-90-90 Schools (90% low income, 90% minority, and 90% high achieving schools) Best Practices
            - Frequent Assessment of Student Progress
            - Multiple Opportunities for Academic Improvement
            - Collaborative scoring of On-Demand Writing Assessments
            - An emphasis on Non-Fictional Writing across all Content Areas
        - Differentiated Instruction
            - Differentiated Instruction - involves providing students with different avenues to acquiring content; to processing, constructing, or making sense of ideas; and to developing teaching materials so that all students within a classroom can learn effectively, regardless of differences in ability.
            - Data teams are incorporated at every grade and content level to analyze and determine the best course of action in differentiating instruction to meet the needs of all students.
        - Creative Assessments

- On Demand Assessment in Reading, Writing and Math will provide teachers with "immediate" information about their instructional practices and the extent to which students are learning.
- Common Formative Assessment (CFA) will be intentionally aligned to essential Priority Standards and reflect the CSAP format and rigor using multiple choice, true/false, matching and constructed response (short and extended). Student assessment results from CFA's will be used to provide data on how students are doing and allow for teachers to make instructional modifications to ensure we are meeting individual student needs.

CHPA Middle School Goals and Objectives for 2011-2012

- Academic Achievement based on CSAP:

School	Expectation Level		Area	Time Frame	Current Baseline
CCA MS	Meet/Exceed	71.4% P/A	Reading	3 yrs	65.9%
CCA MS	Meet/Exceed	52.5% P/A	Math	3 yrs	34.1%
CCA MS	Meet/Exceed	57.8% P/A	Writing	3 yrs	62.1%
CCA MS	Meet/Exceed	48.0% P/A	Science	3 yrs	49.5%

- Adequate Yearly Progress:

School	Targets set by CDE	Targets met by school	Reading	Math
CCA MS	20	95%	Yes	No

- Academic Growth based on Median Growth Percentile (MGP):

School	Expectation Level		Area	Time Frame	Current Baseline
CCA MS	Meet/Exceed	45	Reading	3 yrs	48
CCA MS	Meet/Exceed	55	Math	3 yrs	40
CCA MS	Meet/Exceed	45	Writing	3 yrs	55

- Academic Growth Gaps for disaggregated groups:

School	Expectation Level		Area	Time Frame	Current Baseline
CCA MS	Meet/Exceed	62.5%	F/R, Sp Ed, &	3 yrs	58.3%

			ELL		

- Overall School Performance as rated by CDE

School	Expectation Level		Performance Frameworks	Time Frame	Current Baseline
CCA MS	Meet/Exceed	59%	Performance Plan	1 yr	60.5%

- Post Secondary Workforce Readiness
    - Not applicable at the elementary level

- Academic goals will be set and continuously monitored to review academic program effectiveness. Assessments will be conducted regularly to track mastery of skills. Frequency of assessment will depend on the type of assessment utilized. Students will be able to demonstrate mastery (80% or better/proficient or advanced) on assessments.
    - Summative assessments – We will continue to employ a wide variety of assessments that characterize student learning as compared to the instruction provided. Thesis projects (Science and History Fair) will continue as culminating academic projects. Our summative assessments will be curriculum-based measures that will be formatted and scored much like the state mandated assessment. Our Pre-ECP language arts summative assessment will continue as an indicator of post secondary readiness while in middle school. We will continue to utilize NWEA MAP to track student achievement and identify student that may need an honors course placement.
    - Formative assessments – We will continue with our quarterly MAP assessment to track student progress and proficiency as compared to the Colorado Academic Standards. We will also employ "on demand" assessment strategies to track skill mastery throughout the MS curriculum.
    - ACT/SAT performance (Not applicable)
- Professional Development goals for faculty will be determined by formal and informal instructional evaluations conducted twice annually. Informal evaluations will be conducted to review instructional strategies and classroom management effectiveness.
    - Instructional delivery - CCA MS will continue to target all students with engaging effective instruction at all levels. Student level data will be employed to guide instructional efforts
    - Differentiated instruction- Differentiated Instruction is currently a PD topic that is addressed each year in our summer institute and will continue.

- Creative assessments – We will employ "on demand" testing and other formative techniques in the areas of math, science, and writing to characterize student learning and to inform content area instruction.

CHPA High School Goals and Objectives for 2011-2012

- Academic Achievement based on CSAP:

School	Expectation Level		Area	Time Frame	Current Baseline
DHPH	Meet/Exceed	72.2% P/A	Reading	3 yrs	76.7%
DHPH	Meet/Exceed	30.5% P/A	Math	3 yrs	24%
DHPH	Meet/Exceed	49.6% P/A	Writing	3 yrs	62.3%
DHPH	Meet/Exceed	50.0% P/A	Science	3 yrs	40.8%

- Adequate Yearly Progress:

School	Targets set by CDE	Targets met by school	Reading	Math
DHPH	15	80% of targets met	Yes	No

- Academic Growth based on Median Growth Percentile (MGP):

School	Expectation Level		Area	Time Frame	Current Baseline
DHPH	Meet/Exceed	45	Reading	3 yrs	47
DHPH	Meet/Exceed	55	Math	3 yrs	33
DHPH	Meet/Exceed	45	Writing	3 yrs	44

- Academic Growth Gaps for disaggregated groups:

School	Expectation Level		Area	Time Frame	Current Baseline
DHPH	Meet/Exceed	62.5%	F/R, Sp Ed, & ELL	1 yr	52.1

- Overall School Performance as rated by CDE:

School	Expectation Level		Performance Frameworks	Time Frame	Current Baseline
DHPH	Meet/Exceed	60%	Performance Plan	3 yrs	52.2%

        - Post Secondary Workforce Readiness was taken from the 2011-2012 UIP (3 year) for DHPH.
            - DHPH graduation rate goal is 80% or better. Current baseline is 71.4%.
            - DHPH dropout rate goal is 3.9% or lower. Current baseline is 4.5%.
            - DHPH mean ACT composite score goal is 20.1. Current baseline is 19.2.
- Evaluating Pupil Performance
    - Academic goals will be continuously monitored to review academic program effectiveness. Assessments will be conducted regularly to track mastery of skills. Frequency of assessment will depend on the type of assessment utilized. Students will be able to demonstrate mastery (80% or better/proficient or advanced) on assessments.
        - Pre-Assessments are given at the beginning of the school year/semester to determine student's prior knowledge in all content areas. This data allows for teachers to modify curriculum.
        - NWEA MAP will be used as a formative assessment quarterly to track student progress and proficiency as compared to the Colorado Academic Standards.
        - Summative assessments will be curriculum based measures that will be formatted and scored much like the state mandated tests at the end of each term or academic year.
        - All content areas will incorporate constructed response assessments into their curriculum to increase writing proficiency of students.
        - Teachers will use the backwards design model, beginning with the state standards to create assessments to measure what students are intended to learn in each content area. This will ensure that assessment measures are relevant, reliable and valid.
        - The assessment coordinator will work closely with teachers to ensure that they are effectively using the assessment date drive instruction. The coordinator will also ensure all needed training is provided to staff in regards to the assessment plan and assessments.
- Plan Components
    - Summative, curriculum based assessment will be administered at the end of each term or academic year. These assessments will be cumulative to ensure students are retaining skills and concepts needed. These assessments will include constructive response and performance based measures.
    - Formative and standardized test data will be analyzed to determine the best course of action in differentiating instruction. Based on the assessment results, data teams will determine which standards need to addressed. Teachers will be provided professional development in data driven instruction and understanding by design in order to meet achievement plan.

- NWEA MAP will be used as a formative assessment quarterly to evaluate the school's performance goals and state performance standards. Quarterly, based on assessment results, teachers will modify their curriculum to ensure needs are met. By modifying the curriculum based on assessment data, student performance on standardized assessments will meet or exceed the district.

- Professional Development goal for faculty
  - Data Driven Instruction- Professional development will be provided to teachers to assist them in analyzing data and determine the best course of action in differentiating their instruction. Training to be provided by CLCS.
  - Implementing the Common Core Standards- Training provided to teachers to explain the differences between the former state standards and the new state standards and the national common core standards. This training will assist in curriculum mapping to ensure students are receiving the skills and concepts needed to be successful on the state standardized assessments and in post secondary education. DHPH will utilize training provided by PCS.
  - ILP and ICAP training- Counselors and teachers will be provided professional development to ensure all students have an ICAP in place and that it is update yearly as required by the law. DHPH will utilize training provided by ACT and PCS.
  - TCAP training- Teachers will be trained on the new Transitional Colorado Assessment Program in regards to implementing and testing the new Colorado standards. DHPH will utilize training provided by PCS and CLCS.
  - Differentiated Instruction- Professional Development will be provided to current and all new staff in regards to providing students with different avenues to acquiring content, processing, constructing, and to developing teaching materials so all students call learn regardless of ability. Training provided by Adams State College.
  - Understanding by Design- Professional Development will be provided to better explain how the backwards design begins with the end in mind is a more effective way to teach students skills and concepts rather than rote memorization. Teachers are taught to teach for understanding instead of mere knowledge. Teachers understand that all planning and instruction begins with the state standards. Training to be provided by Adams State College.

3. Evidence of Support

We believe that our schools continue to meet a community need described in our original charters. Our student body is made up of a high percentage of Hispanic and other minority students including many students with low socio-economic status. We have had success with all our students, particularly those of low socio-economic status. While we acknowledge past irregularities with CSAP administration under the previous administration, and while we recognize and are addressing the decline in performance that the most recent CSAP data revealed, we are pleased that our students performed above the District average in Grades 3-10

in all but five areas. We, like all schools, have much work to do in terms of academic achievement. We will not be satisfied until all of our students are performing at a Proficient or Advanced level. We are proud of our high graduation rate and low dropout rate for all sub groups. In particular, our Hispanic students have a high graduation rate despite a very high Free/Reduced lunch population. In addition, we are proud of our partnership with Pueblo Community College, which has resulted in a high number of our students earning college credit while in high school and has resulted in some students earning both a high school diploma and an Associate's Degree. In fact, for the class of 2011, we graduated 76 students and 16 of these students earned an Associates Degree from PCC.

Our parents continue to be supportive demonstrated by our increased enrollment even after our major problems. This fall we have over 1300 students K-12. We have a high percentage of our parents attending parent conferences and other of our major school events. For example, we have excellent attendance and participation at our Latino Heritage Day and our CCA Day. One other indication of our parental support and involvement is the extensive and successful fundraising activities we conduct at our schools throughout the year. We raised nearly $40,000 during the 2010-2011 school year.

4. Educational Program

Core Philosophy

Our operating philosophy is rooted in the belief that all children are capable of learning at high levels if they are taught by caring and skilled educators, they are challenged by an engaging curriculum, and are held to ambitious standards. It is a shared expectation that each student will graduate prepared to excel in a post-secondary academic environment. This belief is realized through a solid K-12 curricular infrastructure. Our school's instructional program will focus on direct instruction, differentiated instruction, and team-based learning groups at all grade levels. Each teacher is expected to tailor their approach to the individual learning needs of their students especially for any students at risk including Response to Intervention (RtI), English Language Learners (ELL) and Special Education students.

Our instructional programs will be comprehensive and rigorous and based on research based best practices. The literature supports this belief, as does our experience.

Chosen Curriculum and Relation to State Standards

The curriculum and instructional methodologies utilized at the upper (9-12) grades will mimic established post-secondary practices while maintaining the supportive programs (i.e. tutoring, student intervention services, and family support) established in the early grades. Integral to ultimate student success, Early College Liaison (ECL) services will emphasize standards for student success (every opportunity to succeed) that will coach successful independent student practices. As we prepare our students for success in the Early College Program (ECP) we look back to the middle and elementary grades as preparatory in nature to this outcome.

Academic Standards for Key Academic Areas

While the CHPA will be a charter school authorized by Pueblo City Schools, it wishes to offer a high quality, data driven educational program as a public school of choice. Data will be collected that will characterize the quality of program implementation for the instruction of math and reading. Comparisons will be made with the same data for the authorizing home district to determine success. CHPA, on average, will meet or exceed the host district's student achievement and growth results as determined by the CSAP.

The data collected will be used to characterize student growth. The Median Student Growth Percentile (MSGP) can range from 1 to 99 and is used to estimate individual student growth from year to year. A MSGP can be used to determine whether the average student exhibits low, typical, or high growth in a particular content area.

The data collected will also be used to evaluate program effectiveness based upon student proficiency. The data will also be used to summarize student proficiency level and a comparison of the percentage of students scoring at the proficient or advanced level (%P&A) on the CSAP assessments for math and reading. The percentage of students scoring at this proficiency level can then be compared side by side with home district.

For instance, in 2011 the authorizing district characterized student growth in reading as 41% as its median student growth percentile. The achievement level of its students in reading was demonstrated to be 64% as scoring proficient and advanced on the state assessment. CCA and DHPH, over the same assessment and time frame, demonstrated a MSGP of 41% and an achievement level of 72% proficient and advanced on the same assessment. The goal for CHPA will be a MSGP of 54% and an achievement level of 75% in the year 2012.

In the area of math, the authorizing district characterizes student growth in reading as 32% as its median student growth percentile in 2011. The achievement level of its students in reading was demonstrated to be 42% as scoring proficient and advanced on the state assessment. CCA and DHPH, over the same assessment and time frame, demonstrated a MSGP of 23% and an achievement level of 38% proficient and advanced on the same assessment. The goal for CHPA will be a MSGP of 43% and an achievement level of 51% in the year 2012.

The data generated by the CSAP will be used as a starting point for goal setting and instructional and intervention strategies in our continuous improvement process (CIP) and goals will be set annually by grade and content area.

For this reason the Core Knowledge Sequence, Success for All (SFA) and Saxon Math will be the foundation of our instructional curriculum and efforts as they have demonstrated efficacy in meeting the needs of the diverse learners in our demographic. These are rigorous research based curricula that provide high quality training and institutional support. If these programs are implemented with fidelity our students will experience great success.

Elementary grades (K-5) will implement appropriate methodologies that will support the mastery of the Core Knowledge curricula to promote future student success. Saxon Math will be adopted and implemented to build student skill level and proficiency. Our learners need to

build background knowledge to make deep connections with the content prescribed by the state and the Saxon Math curriculum supports this need.

Middle grades (6-8) will determine cohorts that are grouped by ability levels in math and reading to provide targeted instruction based on data. Student groups will also be formed able to accelerate through the curricula and become ECP candidates by the start of the eighth grade. These Pre-ECP and honors cohorts will be data determined and instructional methodologies will be adjusted accordingly to prepare for the increased academic rigor of ECP students while preparing them for the new state academic grade level standards as well.

With regard to meeting state standards the school will continuously assess the performance of all students to monitor their progress toward state standards. Therefore it is critical that teachers understand data-driven instruction and take advantage of all the tools available to them to ensure student success. Professional development opportunities, both formal and ongoing, will be designed to assist teachers in reaching this outcome. Each grade level team will tailor their approach to the individual learning needs of students based on grade level needs and achievement data.

As part of a K-12 school we will have a consistent instructional pedagogy and assessment framework to ensure a seamless experience for our students which will allow them to graduate college ready.

5. Plan for Evaluating Pupil Performance

Assessing Progress Towards Goals

CHPA will employ a continuous improvement process model that allows student performance in core subject areas to be assessed and analyzed throughout the year beginning with the collection of baseline data in the first days of the school year. Once baseline data is collected the curriculum and assessment coordinators, in collaboration with teachers, will set individual, class, grade, and school-wide goals.

Quarterly assessment will also take place and the achievement data generated will used to guide the process. The goal is to outline a plan for moving our students up to the next performance level. As grade or content level teams we will:

- Identify instructional strategies to move our students forward
- Target areas of improvement by content area and grade level that can be implemented across our curricula
- Identify the strategies to work with “at risk” and “bubble kids”
- Identify individual student needs by analysis of “sub score performance” data, 504/ Individual Education Plan (IEP)/English Language Learners (ELL) status, classroom observations, and/or other information.
- Determine who will work with these kids and utilize student learning plans (SLP) to guide and document interventions for each student identified.
- Determine how these student needs will be addressed on a per student basis.

- Identify those responsible for carrying out the plan and documenting student progress.
- Schedule students into classes or coaching sessions as necessary

Addressing Students Well Below Grade Level

Students determined to be at-risk will be provided individualized, small group tutoring to ensure academic growth. Research based interventions will be used globally. Goals will be re-evaluated regularly with regard to formal and informal assessments and teacher observations. At the end of each quarter students are assessed to gauge growth and response to targeted interventions. CHPA will employ a continuous improvement process model that will be applied to address the needs of at-risk students. If necessary the school will employ a family support process that may lead to a Student Learning Plan (SLP) or a Response to Intervention (RtI) process to guide needed interventions. Goals will be re-evaluated regularly with regard to formal and informal assessments and teacher observations. At the end of each quarter students will be assessed to gauge growth and response to targeted interventions.

Addressing Instructional Practices and Teacher Improvement

CHPA will employ a continuous improvement process that allows performance to be assessed and analyzed throughout the year. Teacher instructional performance will be evaluated in the areas of student achievement, classroom management and attending to their professional responsibilities. The gathering of instructional performance data will be scheduled and collected on a regular basis. This data will be used in our continuous improvement process to monitor and support improved instructional effectiveness and student achievement.

Assessment of instructional practices will include the use of student data for planning, preparation, and choice of instructional strategies and techniques. Teachers will be trained during the scheduled "Summer Institute" in these critical areas and staff evaluations will be conducted twice annually by administration focusing on these areas among others. Progress towards these instructional goals will be monitored over a three-year period and documented by building level principals and curriculum and assessment directors. Some teachers may be placed on a reduced evaluation schedule if warranted while others may be placed on improvement plans depending on their performance regarding these criteria.

6. Budget and Finance

Please see Attachment #1 -- Historical Financial
Attachment #2 -- Charter Audits
Attachment #3 -- Future Financials

Cesar Chavez Academy opened in 2001 followed by Dolores Huerta Preparatory High in 2004 to complete the Pre-K through 12th grade rigorous educational opportunity. During that time a strong Business Office was established. Quick Books was adopted for our accounting system and has served us well even as we continued to grow.

As we have downsized over the past couple of years, we have eliminated the position of Chief Financial Officer and many other positions in the Business Office while maintaining an effective operation. We will continue to review our staffing in an attempt to realize cost savings whenever possible.

Enrollment grew in the early years, often doubling from year to year. Academic success soared and so did the waiting lists at each grade level. In 2008, CCA began to replicate its programs by opening additional charter schools with the same academic model through 2009. At the same time the debt burden from construction of the high school and purchase of modular classrooms grew from half million dollars to just over $950,000.

In 2008-09 the organization went from an annual surplus from operations to a deficit of nearly $950,000. Key administrators were terminated in October 2009 and significant cuts were made in an attempt to mitigate the drain on resources. In June 2010 new management was brought in to turn around the organization.

The deficit in 2009-10 was reduced to less than $90,000 and by the end of 2010-11 the organization expects to end the year with a surplus of nearly $150,000. The organization has agreed to increase its reserves over a five year period, adding $125,000 to $175,000 per year to the ending fund balance.

The budget for 2011-12 includes increases to reserves to bring the ending fund balance to just over $500,000. Future projections plan for slow annual growth to reserves that are adequate to meet operating reserve requirements and statutory TABOR emergency reserve requirements. Target reserves at the end of the 2016-17 fiscal year are $1,225,000.

Future plans include constant steady growth in enrollment, but no plans to open additional schools, which proved to be problematic in 2008. Initially, the school will provide a pre-first class of 20 students for kindergarten repeaters where they can move at a faster pace than the traditional kindergarten and begin first grade curriculum by second semester. In subsequent years these 20 students will cause each grade to grow to 110 students, one grade at a time. By the fifth year the elementary school will reach its maximum of 680 students. The middle school is capped at 125 students per grade starting at 6th grade. By the third year it will reach its maximum of 375 students. The target enrollment for the high school is 450 students with over half of the students taking dual credit courses off campus starting as early as the second semester of the sophomore year. At this point facilities are adequate to handle the planned growth in enrollment.

To support this growth we will staff our schools accordingly. The staffs at the two schools are already unified in that there is only one employee handbook and a single set of salary schedules and benefit plans that apply to all staff regardless of the school in which they work. Many programs such as music and special education provide services to all students K-12. With the single K-12 charter students will be able to advance to higher level academic courses based on ability rather that grade designations.

We realize that our schools need to continue to raise funds to support our educational programs. First we need to rebuild our relationship with organizations that have been supportive in the

past and regain our credibility. Initially, we will look to the Walton Family Foundation for support with curriculum and professional development. Our next step will be to look to organizations such as Temple Buell and The Daniels Foundation for support for a preschool program. We will apply to the Gates and Packard Foundations for support for technology and small school initiatives. Finally, LaRaza continues to very supportive of a school like CHPA with high percentages of minority students. We will seek opportunities to work with LaRaza to create opportunities for our students wherever possible.

Management has a conservative approach to fiscal management and expects to meet its goals for future growth both in enrollment and financial strength. In fact, even before the beginning of the 2012-13 school year, the school will have already reached an enrollment level that can be deemed "good." We have learned from the past, made appropriate adjustments in recent years (current) to ensure success in the future and avoid some of the outcomes evident in the history of the schools.

Table 6: Revenues, Expenditures and Reserves (Actual/Projected)

School Year	2009-2010	2010-2011	2011-2012 Projected
Per Pupil Funding	$7,085	$6,675	$6,364
DHPH			
Number of Pupils	443	355	401
Revenues	$3,302,306	$2,885,083	$2,845,000
Expenditures	$3,247,766	$2,833,377	$2,776,500
Ending Fund Balance	$26,316	$78,024	$83,500
CCA			
Number of Pupils	1080	832	869
Revenues	$9,308,269	$7,487,634	$6,877,900
Expenditures	$9,449,837	$7,439,000	$6,603,900
Ending Fund Balance	$11,366	$160,000	$524,000

Funding--Over 90% of the schools funding will be determined based on enrollment and the funding pupil count times the amount of per pupil funding computed by the Colorado Public School Finance Act. For 2011-12 the per-pupil funding for Pueblo City Schools was $6,364.

Enrollment-- Enrollment will begin with at least 90 to100 students per grade level for expected enrollment of 1320. Through marketing the school plans to strategically increase enrollment at the entry level grades (Kindergarten, 6th and 9th) to five classroom units of 22 to 25 students. By the fifth year the school expects to have increased its enrollment to 1480 students.

Staffing-- Classrooms will be staffed at 22:1 at Kindergarten through 4th grade and increase to 25:1 at 5th through 8th grade. At 9th through 12th grade students will attend classes off campus at the local community college or university to complete advanced coursework to earn post-secondary credit at the same time students earn credit towards graduation. Approximately 35% of a student's academic time will be off campus.

Salaries-- There are salary schedules in place for every position or job classification. Salary schedules will be increased only when funding is adequate to fund the change. Annual experience steps will be granted before salary schedules are improved as funding allows.

Benefits-- The Colorado Public Employees Retirement plan currently requires employer contributions at 14.75%. By statute, that rate will increase by 0.9% January 1st of each calendar year through 2017. These increases are included in the 5-year projections. Other benefits include health insurance at $340 per month per full time employee enrolled in the plan, 1.45% for Medicare, and 1.1% for Life Insurance and Unemployment and Workers Comp.

Textbooks-- The budget for textbooks and instructional materials begins at $155 per student and increases by inflation each year. In the fourth and fifth year, the budget is increased by $50,000 in each year to allow for replacement of textbooks or new adoptions.

Software-- The school will use SuccessMaker and Nova Net to supplement its curriculum. As funds allow, more licenses will be purchased until we reach the goal of one license for every five students. It will be set up to allow remote access through the internet to maximize use of the program outside of the traditional school day and school year.

Athletics-- The school will offer football, baseball, basketball, wrestling, track, golf, volleyball, softball, soccer and cheerleading. The second year budget is increased by more than inflation to provide for reconditioning of football helmets and replacement of other athletic equipment.

District Charges-- By statute, the authorizing district is allowed to withhold a portion of per pupil funding to recover cost of overhead and general and central services provided to charter schools. The district's recovery rate is typically around 2.9%. As funding increases, the District charge for services and overhead will increase proportionally.

Post Secondary-- The high school program is specifically designed to allow students to earn college credit as well as high school credit during the sophomore, junior and senior year of high school. Approximately one third of the high school students take advantage of this program. With recent budget cuts at the state level, tuition has increased by more than inflation each year. The budget for post-secondary is increased by approximately 10% each year to provide adequate funding for this program.

Equipment-- Equipment needs center around buses and computers, both of which need to be increased in number as well as sustained by a planned replacement cycle. The budget is increased from $99,000 the first year to $195,000 for each of the four subsequent years.

Debt/Mortgage-- The mortgage on the high school facility and modular facilities for the K-8 program has an annual obligation of $975,000 through 2038. The rest of the budget is for principal and interest due on capital lease purchases of buses. The budget is kept flat throughout the five years since it is expected that as current leases are paid off that new leases will be initiated to replace computers and servers and buses.

Reserves-- By statute the schools must maintain a 3% reserve for emergencies. Under the facility debt agreement, the school must maintain an operating reserve of 5-10% depending on the relationship of revenue to the annual debt obligation. The school has an agreement with the lender to build the reserve over a five year period. Currently the District holds the TABOR emergency reserve for the K-8 school. It is expected that under the new charter that the school will have to maintain its own TABOR reserve. The annual budget includes the commitment for the operating reserve plus $75,000 toward establishing the TABOR reserve by the end of the fifth year,

Other Uses-- This budget is for Bad Debt expense plus $65,000 reserve of adjustments to per pupil funding by the Colorado Department of Revenue. The bad debts are incurred when a student fails to complete course work for college credit which by agreement results in a chargeback to the student/parents. There is a relatively high rate of failure to pay on these debts. The CDE adjustments can be from subsequent year audits where they recover per pupil funding when those same students do not successfully complete the post-secondary courses.

Contingencies-- The fifth year includes a $50,000 general contingency due to the uncertainty associated with predicting the future that far out with so many variables. Years two through five include a salary contingency. The Schools need to improve teacher salary schedules if they are going to be competitive in recruiting highly qualified teachers. If funding allows this contingency will be used for that purpose and is intended to cover both the salary increase and related fringe benefits such as PERA and FICA Medicare.

Flexible Spending-- Salaries and benefits include one FTE for a combined Finance and Human Resources position. Hiring will be delayed until the charter matures to a point where the work exceeds the capacity of current accounting and executive staff. Until such time a full time employee is needed to perform these duties, the charter school will contract for limited financial services from an independent contractor and use the unused salaries budget to supplement instruction.

7. Governance

Please see **Attachment #4—501 (c)3 Status**
Attachment #5—CHPA Proposed ByLaws
Attachment #6—Timeline to replace Executive Director
Attachment #7—Organizational Structure

CCA's and DHPH's Board of Directors participated in a high quality training targeted toward school board leadership through the training offered by the Colorado League of Charter Schools on September 24, 2011. Such training has proven invaluable to other charter schools and directly impacted their long-term success. The training included governance issues such as:

Best Practice in Board Governance
- Legal Roles and Responsibilities
- Individual Roles and Responsibilities
- Board Expectations and Norms
- Board Structure – Use of Committees
- Appropriate Academic and Financial Oversight
- Strategic Planning
- Board Self-Evaluation/Assessment

In addition, our Board members would like training on Charter law and a review of charter application and bylaws. Future professional development for the Boards will be determined based on needs that are identified through subsequent board meetings.

Our plan is to form a transition board made up of the members of our two existing boards. This board will serve during 2011-2012 with the expectation that they will in turn develop and form the board that will serve during the first year of the new charter, 2012-2013.

The CHPA Board will be comprised of 12 members in addition to the Executive Director. A list of all currently identified Board members and their intended roles as well as a summary of their qualifications may be reviewed below.

Table 7: Proposed List of Board Members

Chavez/Huerta PreK-12 Preparatory Academy Board Members			
1	**Judge William Alexander**	Community	walexander@pueblo.us
2	**Erika Almedia-Trujillo**	ES Parent	erikarnbsn@hotmail.com
3	**Judy Baca**	Community	judymbaca@yahoo.com
4	**Juan Espinosa**	Community	juandebespy@yahoo.com
5	**Kevin Ferguson**	HS Staff member--Ex-officio	humedisciple@yahoo.com
6	**Michael Maggrett**	ES Staff member—Ex-officio	mjmaggrett@ccsnco.org
7	**Angelina Sisneros**	MS Parent	angelina_sisneros@msn.com
8	**Karen Studen**	Community	kdstuden1@msn.com
9	**Dr. Alfredo Vargas**	Parent	my5joses@peoplepc.com

10	**TBD**	MS Staff member-Ex-officio	TBD
11	**TBD**	HS Parent	TBD
12	**TBD**	MS Parent	TBD

Current and future board directed initiatives

The Boards have made a commitment to move forward with the initiative to combine the two charters into one charter. To do this, the "renewal" charter application will be submitted with the expectation that the Pueblo City Schools' Board of Education will approve our application and allow us to begin as of 2012-13. Our two boards intend to combine into one board and that board will serve as the "transition" board for 2011-2012 to ensure that everything that needs to be done will be done and done properly. This will include finalizing the proposed name, mission and vision, objectives and the new board of 2012-2013. This will require even more parent involvement as these changes are considered and finalized.

In addition, the Boards will have to consider the challenging financial picture before all of us and in particular, before our two schools at the state level. More cuts will have to be made, no doubt, but our Boards will have to continue to involve the parents and staff to ensure that we maintain our identity as a charter school while addressing the significant budget cuts that may face us. Our Boards will also have to address the salary issues facing our schools. Our salaries are below those of our neighboring school districts creating an uneasy tension on our staff regardless of how they feel about our schools and our students.

Finally, our Boards will have to consider what the maximum number of students we will enroll is. That is to say, how many more students can we enroll and still maintain a high quality instructional program. Clearly, our quality is paramount but we cannot ignore the need for additional revenue.

The Boards will need to plan to replace the current Executive Director. The Executive Director is on board for the 2011-2012 school year and is expected to resign once his replacement is on board. The timeline (Please see Attachment #7) set by the Boards has the search beginning in January with the naming of a new Executive Director begin named by March/April. The new Executive Director will begin no later than July 1, 2012. The new Executive Director will have the same organizational structure as is currently in place. (Please see Attachment #8)

8. Employees

Please see Attachment #8—Staff Handbook

The Executive Director is responsible for approving all hiring and dismissal actions pending Board approval. The process includes: 1. Creation of job descriptions by Human Resources and Principal; 2. Crafting and distribution of employment announcement by HR staff; 3. Screening of applicants by the principal for eligibility and qualifications; 4. Interviewing of candidates by

principal and school based interview committee; 5. Checking of references; 6. Making offer of employment by executive director contingent upon verification of credentials and background checks. 7. Job offers are not final until approved by the Board. 8. Dismissals, terminations and non-renewals are initiated at the request of the principals based on performance evaluations or facts and circumstances surrounding other incidences. The executive director conducts an investigation of the underlying facts and submits findings and recommendations to the Board for approval.

We know that the single greatest determinant of learning is not socioeconomic factors, it is instruction. Research from John Kain and Eric Hanushek indicates to us that having an above average teacher for five years running can completely close the average gap between low-income students and others. Therefore, it is critical for us to pay close attention to teaching and its effectiveness. The top three criteria we will use to evaluate a teacher's performance include 1) effective instruction including the use of student data for planning, preparation, choice of instructional strategies and techniques, 2) classroom management and effective use of the disciplinary process within our philosophy 3) professional responsibilities such as student guidance and supervision, communication and the including but not limited to the use of available student data, ongoing professional development and attention to assigned duties. Teachers will be trained during the scheduled "Summer Institute" in these three critical areas and staff evaluations will be performed twice annually by administration. Progress towards these instructional goals will be monitored over a three-year period and documented by building level principals and curriculum and assessment directors. Teachers may be evaluated more often if warranted to ensure that every child has a highly effective teacher in his/her classroom.

JOB DESCRIPTIONS

Please see Attachment #9—Job Descriptions

A brief description of each CHPA staff position is below.

Table 8: Brief description of staff positions

Executive Director	Responsible to the Board as the Chief Executive Officer for all essential functions of the school including but not limited to personnel, operations, and finance. This individual will serve as the liaison between the charter school and the Pueblo City Schools as well as other outside agencies.
Director of Facilities	Responsible to the Executive Director. Will oversee all matters regarding the school facilities including the maintenance and operation and all related personnel matters.
Director of Transportation	Responsible to the Executive Director. Will oversee all matters regarding school transportation including the

	maintenance and operation of all transportation vehicles and all related personnel matters.
Director of Athletics	Responsible to the Executive Director and the High School Principal. Will oversee all athletic matters regarding Colorado High School Activities and Athletics and all related personnel matters.
Director of Technology	Responsible to the Executive Director. Will oversee all matters regarding technology including instructional and operational technology. This will include but not be limited to hardware and software. Professional development will be directed and in many cases provided by this individual.
Director of Business Services	Responsible to the Executive Director. Will oversee the business operations and the financial functions of the school. This will include but not be limited to internal financial matters as well as external financial functions.
Director of Exceptional Student Services	Responsible to the Executive Director. This individual will oversee all matters relating to exceptional students including those with special needs and the gifted and talented students. Additional responsibilities will included Section 504 students and ELL students.
K-5 Principal 6-8 Principal 9-12 Principal	Responsible to the Executive Director. This will include but not be related to all matters regarding the respective grade levels such as curriculum, instruction, and personnel matters. These individuals will also work with the various directors in conjunction with the Executive Director to insure the proper support for the classroom teacher and students.
K-5 Grade Teachers 6-8 Grade Teachers 9-12 Grade Teachers	Responsible to the respective principal. These individuals will be highly qualified teachers in their respective grade level or content area. They will be responsible for all related curriculum with the appropriate instructional strategies to meet the needs of the individual student. Appropriate lesson planning and communication with the parent and student are part of the responsibility.

Paraprofessionals/Aides	Responsible to the classroom teacher. This will include the following directions provided by the teacher in conjunction with those given by the program director.

Recruiting members for each of the above roles is a critical element to the success of CHPA. As vacancies occur we will select the best candidates available at all times with strong consideration for the diverse needs of the local community. A rigorous interview process including a resume screening, preliminary phone interview, demonstration lesson including critical feedback, and other follow-up will be utilized to ensure the quality of candidates prior to offering a position. Recognizing that the quality of our teachers is the single greatest factor in determining student achievement, CHPA is dedicated to finding and keeping the best and brightest talent available.

Professional Development: Summer Institutes and Pd During the Year

Our PD efforts will be designed to address the needs of teachers as described in the *Performance-Based Standards for Colorado Teachers*. CHPA provide a wide variety of training opportunities for its staff. In order to properly track training and professional development accomplishments it is necessary to have common procedures and practices for their documentation. Therefore a course syllabus will be developed to meet the needs of teachers. The goals for our professional development program are as follows:

- To develop and maintain a process to facilitate regular planned interaction between accomplished teachers and developing teachers for the purpose of providing opportunities for goal setting, modeling/observation, conferencing, feedback, and professional and collegial support.

- To establish a support program that will promote retention of teachers and enhance the opportunity for provisional teachers to be successful by providing the necessary support and guidance.

- To create a supportive environment where educational professionals feel comfortable in taking calculated risks for the benefit of students and in asking for guidance and/or assistance from colleagues.

- To provide the opportunity for accomplished teachers to assume a leadership role in the school by sharing their expertise, supporting the profession, and participating in the continuing development of the Induction Program and other educational efforts.

- The following trainings may be required by subject area and/or grade level. In-house trainings occur during the New Teacher Institute and annual Summer Institute and cover a range of topics from, but not limited to, Blackboard Configuration, 4 Pillars, Classroom Management, Differentiated Instruction, and Discipline with Dignity.

Course Syllabus – At a minimum, the following will be contained in the course syllabus

- *Course Description*
- *Grading Scheme or criteria*
- *Course materials – Binder(titled), Handouts, electronic copies of presentations on CD*
- *Daily/weekly Instructional Agenda*
- *Course objectives and alignment to CO State Standards as mandated by CDE*
- *Course objectives and alignment to "Performance-Based Standards for Colorado Teachers" List applicable standards.*
- *Attendance requirements (sign in sheet)*
- *Information Regarding Application and Cost for Continuing Education or University Credits (if applicable or available)*

Professional development documentation will be maintained and used to certify the issuance of Continuing Education Units (CEU's) or college credits.

CCA Elementary School Faculty

- Highly Qualified
  - 100% of Classroom Teachers are highly qualified with 27 of 28 (96%) being currently Licensed.
  - Master's Level Teachers
  - 8 out of 28 (29%) of Classroom Teachers currently have or are in a Master's Program
  - Three teachers have been nominated for Educational Recognition
    - Teacher of Distinction – Barbara Montoya
    - Colorado Teacher of the Year – Juanita Aragon
    - 2011 Jared Polis Foundation Teacher Recognition Awards – Nancy Gordon
- Teacher Retention
    - 70 % 0f teacher have been here 2 or more years
    - Three teachers have been teaching at CCA since it's inception
    - Teachers site Positive School Culture as Number 1 reason for staying at CCA
    - Teachers site High academic Standards as Number 2 reason for staying at CCA
- Professional Development
  - CCA Professional development is dedicated to ensure teacher excellence in Data Teaming, developing Common Formative Assessments, Differentiated and Data Driven Instruction

CCA Middle School Faculty

- Highly Qualified Faculty

        - 100% of Classroom Teachers are highly qualified with 27 of 28 (96%) being currently Licensed.
        - Master's Level Teachers
            - 8 out of 28 (29%) of Classroom Teachers currently have or are in a Master's Program
        - Three teachers have been nominated for Educational Recognition
            - Teacher of Distinction – Barbara Montoya
            - Colorado Teacher of the Year – Juanita Aragon
            - 2011 Jared Polis Foundation Teacher Recognition Awards – Nancy Gordon
    - Highly qualified statistics
        - CCA holds a waiver from CDE for teacher licensure requirement. All of the MS staff is HQ. Eleven of our 19 staff members hold current Colorado teaching licenses; eight of our staff is teaching under highly qualified (HQ) status as stipulated by the waiver on file with CDE.
    - Professional development
        - CCA and DHPH hold our annual Summer Institute detailing staff responsibilities regarding on site professional development requirements. Trainings are scheduled that support the needs of our school community and are subject to change as needs are identified. Professional development topics are identified and training is based upon the Performance-Based Standards for Colorado Teachers. New (to CCA/DHPH) staff are oriented one week prior to the annual Summer Institute on ours school's philosophies, policies and procedural expectations
        - CCA and DHPH also provide a Teacher Induction Program that is provided at no cost to new service CCA/DHPH teachers. The program is CDE approved and the program details are available upon request.

DHPH Faculty

- Faculty
    - All high school staff are highly qualified
    - Six staff members hold Master's Degrees, 1 holds a Doctorate
    - All but two teachers are licensed; the two who are not licensed are enrolled in a Teaching in Residency (TIR) Program
- Professional development
    - Teachers have had differentiated instruction, Understanding by Design, Alpine and Effective Teacher Training

9. Insurance Coverage

The CHPA will carry appropriate insurance coverage for the purpose of insuring effective risk management. The insurance coverage will be in the amounts appropriate for a school of our size. The following are types of insurance the CHPA will hold:

General Liability	Philadelphia Insurance Company
Non-Profit Directors & Officers	Philadelphia Insurance Company
Business/Personal Property	Philadelphia Insurance Company
Educators Legal/Professional Liability	Philadelphia Insurance Company
Business Auto	Philadelphia Insurance Company
Accident Insurance	Dean & Associates
Workers Compensation	Pinnacol Assurance Company
Health Insurance	Kaiser Permanente
Dental Insurance	Delta Dental
Vision Insurance	Vision Services Provider
Life, Short Term Disability, & ADD	Met Life

10. Parent and Community Involvement

This year each of our schools is expecting 10 family volunteer hours for each family supporting our belief that parent involvement is a necessary component for our success. We are also expecting each grade level to be involved in a community event at least once a year. In addition we also hold regular parent night information meetings. Parents are required to attend four parent teacher conferences each year.

We have formal relationships with the Colorado League of Charter Schools (CLCS) and the National Council of La Raza (NCLR) through which we receive services and support to ensure our success. We have relationships with El Pomar and Walton Family Foundation through which we receive designated grant funds on an annual basis. We will continue to work at developing formal relationships with corporate and business partnerships that will increase the likelihood of our success.

We have many community partnerships but not formal partnerships other than with the Pueblo Regional Library. We have a Satellite Center at CCA and have had from the beginning of our school. We have a formal relationship with the Pueblo Community College with our Early College Program. We have a semi-formal partnership with the City of Pueblo with the joint usage of the adjacent park. In general, many community agencies support our schools in one-way or another. We enjoy quite a bit of support and call upon that support from time to time.

11. Enrollment Policy

Please see Attachment #10-Enrollment Forms

At this time we believe an admissions lottery will not be necessary since all students who wish to attend the school will be allowed to enroll. It is believed that, counting for graduation and attrition, all eligible CCA and DHPH students will be enrolled in CHPA. However, whenever it becomes apparent that a lottery is necessary, we are prepared to put one in place.

As a public charter school, CHPA will accept students in grades K-12 from across the Pueblo area and surrounding counties. It is anticipated that the majority of students currently enrolled in Cesar Chavez Academy (K-8) and Dolores Huerta Preparatory High School (9-12) will enroll in the new charter school. These students come primarily from the City of Pueblo as well as

Pueblo West, a neighboring community served by another district. The school will welcome all students regardless of race, class, nationality, ethnicity, sex or disability.

Once our Charter is approved, CHPA administrators, staff and board members will begin notifying current CCA and DHPH students of the new school's enrollment process. Staff, administration and other stakeholders will also begin utilizing a variety of recruitment methods intended to accurately inform the larger community. These will include newspaper advertisements, direct mailings, phone calls, public service announcements in English and Spanish, and paid advertisements on local television channels. Social media sites and text messaging will also be utilized. School leaders will begin holding monthly information sessions as soon as possible beginning in the fall of 2011.

CHPA will utilize a short application form that is available in English and Spanish. Both a paper version and an electronic, web-based, application will be available. In addition to a completed application students will be required to provide the information required by Pueblo City Schools: name and address of previous school, verification of birth date, proof of home address and immunization record. Transcripts will be requested upon admission. CHPA has been developed to serve the specific academic needs of students living in the targeted community detailed above. As a public charter within Pueblo City Schools, CHPA will utilize a marketing plan to recruit and attract students who have attended Cesar Chavez and Dolores Huerta as well as other families who have been traditionally at risk of academic failure. In addition, in accordance with all local and federal laws, we will use a non-discriminatory enrollment policy that provides equal access to all students living in the area.

To meet the goal of supporting parental advocacy and choice, CHPA will spend a great deal of time and energy during our planning year, from the time of charter approval to March 2011 committed to the following marketing strategies.

Table #9: Marketing and Publicity Strategies

	STRATEGIES/DESCRIPTION
1	**WORD OF MOUTH** The CHPA Leadership, Board of Directors, and staff will generate enthusiasm, interest and excitement about the school and its program and encourage families, friends, neighbors, and community members to freely share information.
2	**DIRECT MAIL** With the help of the district, we will generate a list of families with children eligible to enroll in CHPA. Families will receive special marketing materials including an invitation to community meetings where they learn more about the school and ask questions so they can make an informed choice.
3	**COMMUNITY EVENTS** We will align out recruitment efforts with pre-established community events that have historically draw large crowds of community residents. We will also ask organizations and large community groups representing our target population to allow us to speak at already scheduled events.
4	**WEBSITE** We will make sure that our website stays current and has all community meetings and enrollment forms listed on the website, in both English and Spanish.
5	**COMMUNITY MEETINGS** Community Meetings with be held on a monthly basis as a forum by which the Executive Director and the Board can share information about CHPA and its mission and key components.
6	**FLIERS** One-page postcards, door hangers and/or fliers will be produced and distributed in both English and Spanish.
7	**EMAIL LISTS AND GROUPS** Upon developing a database of families and interested community members, we will forward current information regarding charter approval, enrollment, and informational meetings so that all stakeholders are kept up to date.
8	**BOARD MEMBER RELATIONSHIPS** We will use the community relationships established by the Board of Directors to spread the word about the school and enrollment procedures, timelines, and deadlines.
9	**NEWSPAPER AND RADIO ADVERTISEMENTS** We will place newspaper, radio, and public service announcements on a regular basis in both English and Spanish. Social media sites and text messaging will also be utilized.

Table #10: Timeline to Recruit and Enroll Students for 2011-2012	
September 2011	Development of student application and admissions packet
September 2011-February 2012	Recruitment of students Dissemination of applications
February 24, 2012	Deadline of Applications
March 15, 2012	Lottery if necessary
March 22, 2012	Notification to families re: admission and distribution of additional materials
April 19, 2012	Intent to enroll deadline including additional information
April 16, 2012	Family orientation (1 of 2)
April-June 2012	Proof of residency Home visits
July 18, 2012	Family Orientation (2 of 2)
August 6, 2012	First day of School

12. Transportation and Food Services

CHPA plans to continue to provide transportation for its students as we are presently doing. We provide two buses to the Eastside, two buses to the Southside and one bus to Pueblo West. We also provide transportation to and from Pueblo Community College for our Early College Students. Students wishing to ride the bus are placed on a waiting list on a first come first served basis. We recognize that transportation to the charter school may be a barrier for school attendance particularly with students who live a long distance from our schools; however, we cannot provide bus service to every student. As funds become available, we will consider adding additional routes to meet the needs of our students.

CHPA plans to continue to provide breakfast and lunch programs through the District as we are presently doing. Under this plan the district retains all associated funds and provides the service directly to the students.

13. Facilities

Our physical plant has changed substantially over the years beginning with the original Hyde Park Elementary school provided at no cost and maintained by the District. Modular classrooms were added immediately to allow for the K-8 configuration. A few years later, the high school was brought on with the addition of even more modular classrooms. Finally, the

high school complex was built on a site across the street from the original campus. Our new charter will have adequate facilities to accommodate our current and near future needs. Should our enrollment increase beyond our projections, we can expand to the empty modular units at each of the two campuses. Our capacity at the elementary school is 700 students, at the middle school is 525 students and at the high school is 450 students.

Cesar Chavez Academy is housed in a building no longer used by Pueblo City Schools and given to CCA. The school building has been partly refurbished and added upon to allow for increased enrollment over the years. Our school was fortunate to be a recipient of a PCS bond issue and Mill Levy election in 2002, which allowed for the construction of a full sized gymnasium, 6 additional classrooms, including a science lab and a computer lab, for a total of 14 regular classrooms, 18 modular classrooms, 1 gym, 1 lunchroom, and 1 media center.

Our middle school is located on the same campus and houses grades 6-8 with a total of 19 modular classrooms, 1 lunchroom and 1 larger gym. Dolores Huerta Preparatory High School has 4 classrooms, 10 modular classrooms, 1 large cafeteria, 1 wrestling room, 1 gymnastics room, 1 weight room and 1 high school gym.

14. Waivers

Please see Attachment #11 – CCA/DHPH Waivers

CHPA requests the same waivers of Pueblo City Schools' policies as are presently in place for CCA and DHPH. These waivers of policies concerning employment, curriculum, financial management, and other aspects of school operations have served us well. We look forward to working with district to determine if any waiver requests need to be reconsidered.

Following approval and contract negotiation, CHPA anticipates jointly with PCS submitting waiver requests to the State Board of Education. The school anticipates requesting the 13 automatic waivers as summarized below and does not foresee seeking to waive any unusual state statute without substantial advance notice to district staff. These waivers are the same as those presently in place for CCA and DHPH.

1. 22-9-106. C.R.S. Local board duties concerning performance evaluations for licensed personnel

2. 22-32-109 (1)(f), C.R.S. Local board duties concerning selection of personnel and pay

3. 22-32-110 (1)(h), C.R.S. Local board powers concerning employment termination of school personnel

4. 22-32-126, C.R.S. Employment and authority of principals

5. 22-63-201, C.R.S. Teacher employment, compensation and dismissal act of 1990; Employment – License Required – Exception

6. 22-63-202, C.R.S. Teacher employment, compensation and dismissal act of 1990; contracts in writing – duration – damage provision

7. 22-63-203, C.R.S. Teacher employment, compensation and dismissal act of 1990; probationary teachers – renewal and nonrenewal of employment contract

8. 22-63-206, C.R.S. Teacher employment, compensation and dismissal act of 1990; transfer of teachers – compensation

9. 22-63-301, C.R.S. Teacher employment, compensation and dismissal act of 1990; grounds for dismissal

10. 22-63-302, C.R.S. Teacher employment, compensation and dismissal act of 1990; procedures for dismissal of teachers and judicial review

11. 22-63-401, C.R.S. Teacher employment, compensation and dismissal act of 1990; teachers subject to adopted salary schedule

12. 22-63-402, C.R.S. Teacher employment, compensation and dismissal act of 1990; license, authorization or residency required in order to pay teachers

13. 22-63-403, C.R.S. Teacher employment, compensation and dismissal act of 1990; payment of salaries

15. Student Discipline, Expulsion or Suspension

CHPA philosophy regarding student discipline is to guide student behavior for success in school and in post secondary education. Our expectations for all our students are extremely high. Our priority is to keep our learning environment safe and conducive to our mission and vision. In order to be successful in this process we need and expect parent involvement at all levels.

In particular, any disruption in the teaching/learning process will be taken seriously. "Time on Task" is the key to success!

Our school will follow the Pueblo City Schools Student Conduct and Discipline Code policies including suspension and expulsion. Our student handbooks outline specific policies not covered by the PCS's policies. Any violations of these may result in detention, suspension (in school or out of school) and/or expulsion.

16. Serving Students with Special Needs

CHPA serves students through primarily an inclusion model. Students participate in the general education setting with some minimal pull out or pull aside services. The Exceptional

Student Services department is comprised of a multidisciplinary team of specialists: four certified special education teachers, a speech-language pathologist, a school psychologist and an English Language Learner tutor. Through a combination/modified insurance model of working with Pueblo City Schools, CHPA will be open to contracting for services that are not provided within the program from Pueblo City Schools.

Under the umbrella of Exceptional Student Services are the programs of Special Education, Section 504, English Language Acquisition and Gifted/Talented. The CHPA ESS philosophy is to provide all children educational opportunities that would result in personal academic growth, by recognizing student strengths and identifying needs while providing services to rectify skill gaps or advance others in their area of strength. Parent involvement is vital through the support of all areas of the student's development (educational, behavioral, and emotional) and is encouraged at each step, from the point of initial recognition of a need to devising and implementing a plan for their student.

CHPA exceptional student services are based on an inclusion model, which means that every effort is made to include students with disabilities and gifted abilities in every aspect of the regular education setting. Operating under this philosophy, we strive to provide a continuum of services to meet the individual needs of students so that they can achieve academic success. Our department prides itself in offering services, not programs, based on each student's individual abilities and needs.

A 3 – tier model of Response to Intervention is utilized when students are first identified to have special needs that are not met in the general education classroom. The RtI team meets after interventions attempted by the teacher are not resulting in personal academic growth. A multidisciplinary team meets with the parent and includes the general education teacher, an administrator, and ESS staff and a plan of intervention is devised. A variety of data is reviewed to determine the individual student's needs and a plan consisting of research based interventions and accommodations is devised. If after an agreed upon time period of progress monitoring adequate growth is not achieved, further evaluation may be needed to determine whether the student qualifies for additional services and appropriate referrals are made. The ESS Special Education teachers and school psychologist participate in the RtI team meetings.

Admission procedures for enrollment of students with disabilities on an IEP or a Section 504 plan have been developed to ensure that the needs of students with disabilities are met. Following application CHPA requires that the student/District provide the most recent IEP or Section 504 Plan, if any. When an applicant has an IEP or Section 504 Plan, prior to the decision to admit or deny admission, a screening team consisting of the School Principal or designee, the School Psychologist, and the ESS resource teacher will review the IEP or Section 504 Plan, and, if deemed necessary, confer with staff at the student's previous school, and shall make a determination whether the services and space available at the School are sufficient to deliver the program required by the IEP or to provide the accommodations required in the Section 504 Plan. If the screening team cannot reach consensus, or the plan is not consistent with the IEP as written, or the plan requires significantly more services than CSPA's ESS program is equipped to provide, the District representative will be consulted and as necessary

shall convene a complete IEP team to make the final determination. Additionally, an application for attendance at CHPA may be denied for a student seeking placement in CHPA in the same manner and for the same reasons as such application may be denied for a student without disabilities.

Admission of applicants with an IEP or Section 504 Plan shall be in compliance with IDEA, Section 504 of the Rehabilitation Act, and ECEA as well as with District requirements and procedures concerning the education of students with disabilities. Every student who is admitted with an IEP or Section 504 Plan from his/her previous school shall be placed directly in a program that meets the requirements of such IEP or Section 504 Plan, unless and until a review staffing by the IEP team or Plan review meeting (including the student's parent(s)) is held and the IEP or Section 504 Plan is changed.

ELL students are identified through the parent completion of the home language survey. Those that are active have a plan devised that promotes their learning of the English language, while promoting their academic growth across the board. As in all areas of ELL services at CHPA, all federal and state laws are honored. All federal and state rules are applied to CHPA plans, including confidentiality, timelines, etc. CHPA will work with the District ELA unit in complying with all requirements.

Gifted/Talented students are identified through referrals from parent, teacher or administration. Checklists are completed and a screen is done to begin the process of identification. The parent is encouraged to maintain a portfolio of the student's highlights and an RtI team meets to review and devise an advanced learning plan. Many students have plans that introduce higher level critical thinking tasks, and some are participating in curriculum compacting. The plans are created based on individual strengths and needs, both academic and emotional/social. Advanced Learning Plans are reviewed annually to adequately address the student's current needs.

All ESS programs are implemented to support the CHPA mission that we prepare a diverse cross section of Pueblo's children to become young scholars, citizens of the world, and community leaders.

17. Dispute Resolution Process

The applicant understands that Colorado Revised Statutes require the school and the District to enter into an agreement with respect to the resolution of disputes concerning governing provisions of the school's contract with the District as set forth in 22-30.5-107.5. The existing charters for the schools set forth dispute resolution procedures and the applicant anticipates that those procedures would be incorporated into the contract for the applicant. The procedure would require, notice in writing of the issues to be resolved, informal attempts to resolve the dispute, arbitration in the event that informal attempts were unsuccessful and appeal to the State Board of Education if the dispute is not resolved by the parties after arbitration. Each of the steps would require that decisions be made in a timely manner.